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September 30, 2020

Pennsylvania Department of Education
Charter School Office
333 Market Street
Harrisburg, PA 17126

Re: Virtual Preparatory Academy of Pennsylvania Cyber Charter School

To Whom It May Concern:

As you are aware, this firm represents Virtual Preparatory Academy of Pennsylvania Cyber Charter School ("VPA") which has submitted, through its founding Board of Trustees (the "Board"), an application to open a cyber charter school for the 2021-22 school year. That initial application was denied by the Pennsylvania Department of Education ("PDE") on January 27, 2020. The applicant is filing a revised application in accordance with the Pennsylvania Cyber Charter School law, 17-1745-A(g).

Attached as an exhibit to the Revised Cyber Charter Application is a revised Services Agreement ("Agreement") between VPA and Accel Online Pennsylvania, LLC.

I have reviewed this Agreement as requested by the Board. After discussions with Accel regarding the Agreement, I am advising the PDE of the following:

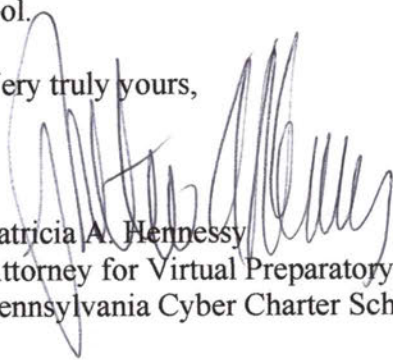
1. The revised Agreement represents an agreement in principle between VPA and Accel. The agreement in principle was presented to the Board at a Board meeting held on June 15, 2020. The Board gave counsel the authority to revise the Agreement at that time and authorized the Board President to spearhead any revisions to the Agreement.
2. The final revised Agreement attached as an exhibit to the revised and resubmitted application will be executed by both parties upon the award of a charter to operate a cyber charter school in the Commonwealth of Pennsylvania. Without a charter, VPA would unnecessarily be binding itself to the Agreement.
3. The final revised Agreement is unsigned subject to any additional feedback from the authorizer, and the parties have agreed to further negotiated language based on that feedback. This is particularly true given that the PDE, in its denial letter, offered issues with the original agreement; thus, VPA continues to be willing to engage PDE in dialogue on the substance of the Agreement.

4. No additional negotiations on this revised Agreement are contemplated unless specific revisions are requested by the authorizer or if any aspect of the delegation of responsibility is determined to violate federal or state law. As evidence by the revised Agreement, the parties agreed to negotiate in good faith an amendment to this Agreement to cure any violation.

5. The original Agreement evidenced and the revised Agreement reinforces that the ultimate control of the cyber charter school lies with the Board as the Board is responsible for the day-to-day operations of the cyber charter school. The Board retains the right to terminate the Agreement. Throughout the Agreement, there are multiple opportunities for Board to review of the performance of Accel. Additionally, Board will conduct reviews of the Service Provider's performance which reviews can include academic achievement, financial condition or substantial breach of any material terms and conditions of the Agreement.

Thank you for your consideration of the cyber charter school application of Virtual Preparatory Academy of Pennsylvania Cyber Charter School.

Very truly yours,



Patricia A. Hennessy
Attorney for Virtual Preparatory Academy of
Pennsylvania Cyber Charter School

PAH:bmh

Commonwealth of Pennsylvania
Department of Education

Cyber Charter Application 2019
(Resubmission)



CYBER CHARTER SCHOOL APPLICATION FACT SHEET

This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter School Name (Must Include “Charter School” in the Title):

Virtual Preparatory Academy of Pennsylvania Cyber Charter School

Proposed Charter School Location:

Address: 1800 Linglestown Road, Ste. TBD

City/Town: Harrisburg

Zip Code: 17010

County: Dauphin

Intermediate Unit: Capital Area Intermediate Unit

Proposed Start Date: September 2021

Federal Employer Identification Number: TBD- Application submitted

Contact Person: Richard Flynn, Board President

Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Indicate Number of Representatives per Group

Founding Coalition

Group	Number of Representatives
Parents	2
Teachers	
Business Partners	
Community Based Organizations	1
Museums	
Higher Education	1
Other Group - Identify: Businessperson with finance background	1

Grade and Age Ranges

Group	Grade/Age Range
Elementary	K-8
Secondary	9-12
Age of Kindergarten	Determined by students' resident district requirements
Age of Beginners	Determined by students' resident district requirements
Grades Educated	All grades Kindergarten thru 12 th grade
Kindergarten	<input checked="" type="radio"/> Full Day <input type="radio"/> Half Day

Projected Student Enrollment Year 1-5

Year	Enrollment
1 st Year	500
2 nd Year	1,000
3 rd Year	1,500
4 th Year	2,000
5 th Year	2,500
Total Number of Teachers	128

Does the cyber charter applicant have an existing retirement system?

Yes No

The Virtual Preparatory of Pennsylvania Cyber Charter School will implement a 403(b) program once the charter is approved. The Board of Trustees has secured one quote from Voya.

Does the applicant group presently have access to a facility suitable for the cyber charter school's administrative offices?

Yes No

The Board has identified a proposed administrative office location at 1800 Linglestown Road, Harrisburg, PA, that has several available office suites that would be suitable for the school. They are in negotiations now.

School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter school’s mission, educational focus, and other essential characteristics.

The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service-learning. Through compelling inquiry-based, project-based service-learning, and peer interaction, the Virtual Preparatory Academy of Pennsylvania will instill in all students an intellectual curiosity and a sense of their unique purpose and strengths.

The Virtual Preparatory Academy of Pennsylvania is built upon a strong research-based foundation that supports three pillars of student learning and success:

Pillar 1: All students will experience an organized and research-based curriculum leading to mastery of academic skills delivered through the use of collaborative technology.

Pillar 2: All families will be engaged in the students’ learning activities and provide support for the students’ academic progress maximizing the use of learning technologies and electronic communication methods.

Pillar 3: All students will, through peer interaction, develop interpersonal skills through project-based service learning, group assignments, and, through specialized counseling support and role modeling, begin to realize their true potential as citizens and participants in the global economy in which they live.

The Virtual Preparatory Academy of Pennsylvania model is built specifically to leverage on-line medium and incorporates audio, animation, language translations, and images to keep students interested and engaged. The curriculum is designed to capitalize on the best opportunities that the online venue has to offer for both synchronous and asynchronous learning. The on-line curriculum is capable of supporting the academic needs of a wide range of students, and it provides excellent support for English Learners by combining words and images, as well as audio and visual content. Specially curated web-based supplemental resources have already been collected and will continue to be collected by the staff to further enhance the curriculum to go above and beyond the typical vendor curriculum.

The school will integrate character education and service learning as part of its academic program and student learning activities. This approach will provide students with authentic learning experiences that are engaging, inspiring, and motivate them to learn while contributing to their community. Staff and students will work collaboratively to decide on the kind of service-learning projects they want to engage in depending on age levels. Some projects may address community needs such as poverty or the environment. Another project may include document local history or culture through interviews and photography. Other projects may include student mentoring or tutoring. In seeking feedback from Pennsylvania citizens in support of this charter application, the concept of character education and service-learning projects was overwhelmingly positive and the letters of support reflect that.

Overall, Virtual Preparatory Academy of Pennsylvania envisions a learning experience that combines the best of online learning with its capacity for flexible pacing and featuring an innovative, interactive curriculum taking place under the supervision of Pennsylvania state certified teachers providing synchronous instruction, one-to-one tutoring, family support, and organized peer interaction through project based learning.

The Cyber Charter School will serve approximately 500 students in grades K-10 during the first year, with

an anticipated growth to 2,500 students by year five. The educational program is based on the instructional needs of the target student profile.

The target student profile is not limited to any particular demographic. However, we expect student demographics to be consistent with the data from Pennsylvania Partnerships for Children and referenced in Kids Count Data Center 2019 publication “Percent of Pre-K thru Grade 12 Enrollment by Race and Ethnicity in Pennsylvania”. Instead, the Cyber Charter School is designed and organized to serve students and families who have chosen an online classroom setting for any of the following reasons, or other reasons relevant to the individual:

- Students who need flexibility in scheduling due to family circumstances, childcare needs, health care needs, or need individualized support by teachers during their academic growth years.
- Individuals who are self-directed and choose a wider range of academic options than those currently provided in Pennsylvania urban and rural school settings.
- Students of all ability levels seeking additional academic and learning opportunities suited to their individual talents and interests.
- Students whose families, who, for whatever reason, have not had a successful traditional school experience.
- Students that are high-risk/at-risk for successfully achieving high school graduation or equivalency.
- Students who seek out service learning and community building projects.
- Students from families that have limited or non-existent in-home support for their academic growth.

Online education in particular is growing in importance. Recent events due to the COVID-19 pandemic have proven that all schools, teachers, students and families need to be conversant with on-line learning and schools need to be prepared to host students in new learning situations when required to do so.

The Cyber Charter School’s educational approach features innovative curricula, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based student-centered learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the Cyber Charter School. Through effective use of technology, it enables teachers to custom-tailor academic programs to students’ unique skills and interests, all aimed at optimizing the student learning experience. Virtual Preparatory Academy of Pennsylvania enables a personalized learning experience, tailor-made for each student.

Students are given continuous opportunities to succeed through the cultivation of multiple intelligences and talents. The supportive environment, along with daily exposure to content-rich programs derived from research-based teaching methods that engage children at all levels, means students will develop a life-long enthusiasm for learning.

Personalized instruction and continuous assessment are cornerstones of the Virtual Preparatory Academy of Pennsylvania model. The proposed Cyber Charter School staff will all have prior teaching experience at either brick and mortar schools or online environments. Staff will have received teacher preparedness courses from their graduate programs but have also received numerous hours of in-services on online student engagement, boosting achievement in the online environment, working with subgroups in the online environment, and many other topics. They will also receive many hours of professional development in both in person and online modalities. Along with participation in online professional learning communities’ staff will be trained in techniques of differentiated instruction, enabling them to

identify students' learning styles and to create learning activities compatible with the students' needs. At the same time, the Cyber Charter School will use varied assessments to enable students to demonstrate their understanding of concepts and skills. These assessments will also be used to develop further lessons that address individual student needs.

Virtual Preparatory Academy of Pennsylvania Professional Development Program design is based on needs as measured by surveys of professional staff and parents/guardians, interviews and observation; and the experience of the Virtual Preparatory Academy of Pennsylvania trained professional-development personnel, who remain up to date on new as well as tried-and-true teaching methods and strategies. At Virtual Preparatory Academy of Pennsylvania, more than 80 hours of staff development will take place before the school year begins, and ongoing training will continue throughout the school year, based on detailed assessments of staff needs.

Virtual Preparatory Academy of Pennsylvania is continuously developing and updating teaching strategies through instructional reflections and by maintaining a finger on the pulse of new research. This includes a specific focus on developing best practices in teaching in an online environment. These teaching strategies ensure that students are given every opportunity to succeed and that the Professional Development program remains fresh and useful. The School provides a 1:1 groundbreaking tutorial that supports students with mentoring, highly qualified teachers, learning coaches and mentors vested in the student's personal success. Virtual Preparatory Academy of Pennsylvania opens portals of opportunity. Our "pillars," the tenets of our model, create openings that give the school its unique personality and customized attributes.

Each pillar of the Virtual Preparatory Academy of Pennsylvania educational approach stems from proven research and our team's years of experience in effective instructional and administrative practices. Some of the underlying research that supports our approach includes the following:

Teaching to Multiple Intelligences: Virtual Preparatory Academy of Pennsylvania recognizes different domains of ability, or "intelligences," as described by Dr. Howard Gardner. Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

For example:

- Visual spatial: Visual media, such as online videos and interactive web-based activities, help students acquire concrete concepts, such as drag and drop science activities and videos on Math concepts.
- Bodily - Kinesthetic: Students can submit a video project where they are able to act out the answer to a history research project or a science skill.
- Logical Mathematical - Students will have access to online calculators and will be able to work by themselves or with peers under the guidance of the teacher to engage in calculations in real time or asynchronously.
- Interpersonal - students will be able to interact with each other and with the instructor via live video conferencing and through in person meetups that will be scheduled.
- Musical - students will be able to showcase talents via open mic open house and can also be creative in courses by submitting an original song created to address a project or concept in class.

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Virtual Preparatory Academy of Pennsylvania model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

Differentiated Instruction: Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Virtual Preparatory Academy of Pennsylvania teachers are taught effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all given the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers' pay attention to their students' varied learning needs (Danielson, 1996); "to differentiate instruction, then, is to become a more competent, creative, and professional educator."¹

An educated person in the 21st century will be the product of the educational philosophy of "deep and broad" student-centered instruction. He/she has a mastery of basic skills and knowledge built on a rich range of content knowledge that provides the foundation necessary to thrive in an increasingly interconnected world.

The educated person will be versed in the use of technology as a tool for communications, research, computations, analysis and a range of other purposes. He/she will have an understanding of national history and culture as well as a sense of the workings of the world and of his or her place in local, national and global communities.

The educated person will have been exposed to co-curricular areas such as music and art. He/she will have benefited from an educational experience designed to engender a strong sense of self and foster a love of learning.

The educated person will emerge from high school poised and prepared for success in the finest colleges and universities and beyond.

In summary, the philosophical underpinnings and the pedagogy that will be put into play in the proposed school is clearly related to the mission and educational philosophy. Specifically, it meets the objectives of the mission of the school:

- Providing Synchronous and asynchronous instruction.
- Using "world-class" content and college preparatory skill building in disciplines supporting the development of the core subjects of language arts, mathematics, science, and social studies, along with a wide variety of electives, career development courses, and other interests and mastery.
- Compelling inquiry-based learning.
- Project-based learning.
- Service-learning concentration.
- Peer interaction.

- Instilling in all student's intellectual curiosity and a sense of their unique purpose and strengths.

I. SCHOOL DESIGN

1. Mission Statement

A. *Briefly describe the core philosophy or underlying purpose of the proposed school.*

Mission: The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

B. *What is your overarching vision of the school?*

Vision: Virtual Preparatory Academy will set the standard for academic excellence among public cyber charter schools in Pennsylvania by partnering with parents to promote individual student growth while positively impacting their local community.

In education, one size does not fit all, and the Virtual Preparatory Academy of Pennsylvania is dedicated to providing students and families with an online learning environment that can meet individual students' unique needs. The goal of the Cyber Charter School is to create a school that enables all of its students to become self-motivated, competent, lifelong learners. Virtual Preparatory Academy of Pennsylvania will provide a rich, rigor-filled, technology-focused, tuition-free public education, with engaging activities for the early grades and accelerated pacing towards completion of a high school diploma in the secondary education grades with online curriculum content and classes offered anywhere in Pennsylvania, all day, every day, 24-7.

2. Measurable Goals and Objectives

I. *What are the school's measurable academic goals and objectives to promote student learning?*

Academic Goals:

Based on the Future Ready PA Index, Virtual Preparatory Academy of Pennsylvania's Academic Goals are listed below. These were developed through review of current cyber charter school data, statewide averages for current state assessments, knowledge of the school focus on college prep, and alignment to Pennsylvania's long term Every Student Succeeds Plan.

PVAAS Academic Growth - ALL STUDENT GROUP

Definition: % of All Student Group Academic Growth Score

Subject	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
English Language Arts/Literature	74%	76%	78%	80%	82%
Mathematics/Algebra	66%	68%	70%	72%	75%
Science/Biology	70%	73%	75%	77%	80%

Proficient or Advanced on Pennsylvania State Assessments

Definition: % of All Student Group Scoring Proficient or Advanced on PSSA/PASA/Keystone Exams

Subject	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
English Language Arts/Literature	65%	68%	72%	74%	78%
Mathematics/Algebra	62%	65%	68%	70%	72%
Science/Biology	70%	73%	75%	77%	80%

Student Engagement as Measured by Regular Attendance:

	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
Regular Attendance %	90%	92%	95%	96%	97%

College and Career Measures

	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
Four Year Cohort Graduation Rate- All Students	NA	NA	70%	75%	80%
Five Year Cohort Graduation Rate- All Students	NA	NA	NA	80%	84%
Graduation Rate-Annual graduation rate percentage of students enrolled for all four years of high school	NA	NA	NA	88%	90%
Rigorous Course of Study- percentage of students participating in AP courses	2%	10%	15%	20%	25%

B. What are the school's measurable non-academic goals and objectives to promote student performance?

Non-Academic Goals:

- 1. Overall Parent Satisfaction Rates-** Parents/guardians must be partnered with teachers for a cyber charter school to be successful. Based on an annual parent satisfaction survey, Virtual Preparatory Academy of Pennsylvania parents will have an average 80% overall parent satisfaction rating in Year 1 and improving 2% each year to achieve 88% by Year 5.
- 2. Students are prepared for learning** as evidenced by participation in orientation events conducted by teachers. 85% of new students will complete orientation activities by the first week of school. The school will seek to improve this by two percentage points each year to achieve and maintain a 95% student orientation participation rate by Year 5.
- 3. Overall student participation in character education and community service events-** In Year 1, 70% of Virtual Preparatory Academy of Pennsylvania students will participate in a character education program or community service event. The school will strive to achieve a 5% improvement each year with a goal of 90% of students participating by Year 5.

3. Educational Program

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

The philosophical pedagogy that will be emphasized and practiced at the Virtual Preparatory Academy of Pennsylvania will meet the mission and vision of the school. The statewide cyber charter school will use world-class content and college preparatory skill building in the core subjects of language arts, mathematics, science, and social studies while providing students access to other subjects such as fine arts, world languages and career focused electives. There will be an emphasis on inquiry-based and project-based service learning. Peer interactions will be in small and large virtual classrooms with both synchronous and asynchronous instruction. Class sizes will be conducive to ensure teacher-student engagement and promote the various methods of instruction. Our goal is to instill an intellectual curiosity and a sense of each student's unique purpose and strengths for their education.

ACCEL Schools' learning ecosystem, called the Accel Management Platform (AMP) for Education, integrates the best available courses with a powerful Learning Management System and Student Information System, providing students, parents, teachers, and administrators with a single sign-on, consistent user experience. The AMP system allows teacher to truly personalize learning and allows school administrators to operate an efficient online school centered on data.

Curriculum Overview

Virtual Preparatory of Pennsylvania's curriculum will meet Pennsylvania Core Standards. The curriculum will develop a foundation of basic skills and cultivate higher-order thinking skills. It will be simultaneously rigorous, engaging and relevant to students. The Cyber Charter School's curriculum and instructional framework is guided by online study learning models used nationwide. The Cyber Charter School's curriculum is also designed to meet the accreditation standards of Cognia (AdvancEd) as well.

Student learning will include online instruction and activities, off-line (print-based) activities and assignments, instructional staff/student discussion boards, project-based learning assignments, group instruction via electronic classrooms, and opportunities for collaborative projects. Courses at the school will offer off-line content and other age appropriate educational materials from nationally recognized publishers. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available from a variety of sources including print, electronic media, and real-world experiences. This method of delivery relies on providing quality learning opportunities with the school's instructional staff guiding individualized student learning to facilitate student progress. Courses are structured around objectives, content, and assessments. The school's courses are designed to meet today's rigorous academic environment and Standards. The courses follow an objective-based learning structure. Courses are structured to include reading assignments, activities, projects, written assignments, oral or multimedia presentations, collaborative opportunities, or problem-solving and application assignments across all subject areas.

Students, learning coaches and teachers will utilize the available "Learning Guides" prepared by the course author to supplement textbook readings with additional supporting instructional material regarding a particular concept, guidance as to "what to look for" during the reading assignment, and additional reference materials from the Internet or other sources to expand on the concepts presented in the readings, stories, and supplemental texts.

Additional graded activities in each course may include but not be limited to:

- Research Papers
- Journals and Story writing
- Discussion board activities (classroom participation grade)
- Practice quizzes at the end of most topics
- Projects (both independent and collaborative)
- Oral or multimedia presentations

The Virtual Preparatory Academy of Pennsylvania's full-year courses are designed to contain approximately 180 hours of course work to complete or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete and are the equivalent of one-half of a Carnegie Unit or a high school semester.

The curriculum will, at all educational levels, be college-preparatory in nature providing a solid "Learning to Learn" foundation and designed to bring out the best in each student it serves. In every case, it has the flexibility to be tailored to a personalized level through individualized assessment and instruction. The

Virtual Preparatory Academy of Pennsylvania intends to provide advanced learner options through its programs and offer students opportunities for dual enrollment with community colleges and participating Universities.

Courses are rich with multimedia to keep students engaged throughout their online experience. Most of the multimedia is built using Flash technology. All courses contain a variety of flash tutorials that include audio, text, language translation and video components that reinforce course content and are designed to address various learning styles. All courses meet Web Content Accessibility Guide (WCAG) accessibility requirements. All of the courses have extensive, engaging self-check and practice activities for students to self-assess their mastery of the course content. A variety of Flash-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes are provided. These activities can be completed as many times as the student desires until they have mastered the learning objectives and skills. The courses offer animations to demonstrate a concept where appropriate. For added motivation avatars are used that both entertain and teach concepts using flash technology. Avatars are used to present dialogues in foreign language courses as well as dialogues in instructional tutorials within core subjects.

Curriculum Offering

The curriculum for the Virtual Preparatory Academy of Pennsylvania includes a robust offering of classes in core subjects for all grade levels, Honors and Advanced Placement, credit recovery courses, electives, and Career Technology, along with an array of supplemental courses for specific student needs.

The curricular offerings were selected and make up a curated wholistic approach to offering instruction based upon Pennsylvania state standards. All curriculum providers have mapped the offered courses to Pennsylvania Standards thereby insuring the viability of instruction and congruence with Pennsylvania Core Standards. All the selected vendors have data available to support the effectiveness of their offerings, and the school's choice of the vendors is based on extensive evaluative information reviewed by Accel Schools in proposing the education program to be offered.

Grades K-5 Core Subjects and Electives: Accelerate Education

Courses in the elementary grades will focus on laying a solid educational foundation for students. By being both rigorous and engaging, they will capture students' attention, foster a love of learning, and lay the groundwork for student success in high school and beyond. To accomplish this, the Virtual Preparatory Academy of Pennsylvania will utilize the best available online curriculum, including but not limited to, Accelerate Education's online curriculum, to best meet the needs of all students within the target population:

- English Language Arts: The ELA program at the Virtual Preparatory Academy of Pennsylvania incorporates all five important building blocks of ELA development:
 - o Phonemic Awareness
 - o Phonics
 - o Fluency
 - o Vocabulary
 - o Comprehension
- Mathematics: The math curriculum builds essential skills while incorporating interesting challenges and puzzles. It is designed to continually build upon, reinforce and strengthen prior knowledge. The

curriculum provides ample opportunity for students to apply ideas, tools, and manipulatives in a real-world context.

- **Science:** Through the science programs, students explore topics through text and simple experiments; learn about grade level appropriate topics such as living and nonliving things, force and motion, light and sound, the solar system and the universe, electricity and matter, and scientific purpose; follow a lesson format in which they learn how to gather, organize, and interpret data and scientific information pertaining to concepts in the areas of physics, chemistry, biology, and earth science.
- **English Language Development (ELD):** The ELD curriculum uses a multimedia approach, including songs and animation, to help students gain fluency in English while at the same time advancing their math and ELA skills. Our online ELD program supports a variety of different first languages.
- **World Languages:** Students will begin foreign language studies at the Virtual Preparatory Academy of Pennsylvania starting in grade three. Spanish will be offered using an engaging format designed for teaching students to speak, listen, and read in these languages.
- **Social Studies:** Student will participate in a Social Studies curriculum that is engaging and multimedia rich. Students will have the opportunity to learn course content through a variety of styles and they will be able to demonstrate their learning in multiple ways.

Founded in 2011, Accelerate Education is a leading national online course provider. Accelerate Education’s courses have passed the most rigorous standards- based reviews, including the University of California’s extensive UC A-G online course approval process, as well as being fully accredited by the Cognia/North Central Association Commission on Accreditation and School Improvement (NCA CASI).

Elementary Courses

Language Arts	Science
Language Arts K A&B	Science K A&B
Language Arts 1 A&B	Science 1 A&B
Language Arts 2 A&B	Science 2 A&B
Language Arts 3 A&B	Science 3 A&B
Language Arts 4 A&B	Science 4 A&B
Language Arts 5 A&B	Science 5 A&B
Mathematics	Social Studies
Math K A&B	Social Studies K A&B
Math 1 A&B	Social Studies 1 A&B
Math 2 A&B	Social Studies 2 A&B
Math 3 A&B	Social Studies 3 A&B
Math 4 A&B	Social Studies 4 A&B
Math 5 A&B	Social Studies 5 A&B
Technology	Health & P.E.
Keyboarding	Physical Education K-1 A&B
Scratch Coding	Physical Education 2-3 A&B
	Physical Education 4-5 A&B
World Languages	Arts/Music
Spanish 3-5 A&B	Art Level 1
	Art Level 2

	Art Level 3 Art Level 4 Arts & Crafts K Arts & Crafts 1 Arts & Crafts 2 Recorders Level 1
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Grades 6-12 Core Subjects and Electives: StrongMind Curriculum

The Virtual Preparatory Academy of Pennsylvania will offer courses from StrongMind for grades 6-12 in both core subjects and electives. StrongMind provides immersive courses, both General and Honors, as well as a variety of electives that elevate the student experience and challenge the way they think. StrongMind’s robust digital courses empower and support students no matter where they are on their educational journey. The company’s digital curriculum has been awarded Emmys® (regional), CODiEs, Tellys, and EdTech Digest Awards.

Key features of the StrongMind curriculum include:

- Interactive Content- Courses incorporate simulations and other interactive content that keep students engaged and help them think creatively and critically. Interactive games permit students to use prior knowledge to problem-solve and take characters on a visual journey while practicing important science skills.
- Communication and Collaboration Tools- Teachers can communicate with students using discussion boards and can assign projects individually or as group, and those projects are embedded in the lesson.
- Curriculum is based on Universal Design for Learning (UDL)- UDL is a teaching and learning approach to help all learners be successful. StrongMind curriculum provides schools with tools, research-based content and formatting, and real-time student performance data to allow teachers

to meet the ever-evolving needs of students.

UNIVERSAL DESIGN: DIGITAL EDUCATION TO MEET THE NEEDS OF ALL STUDENTS



- Curriculum is based on Backward Design- The Backward Design Method is “backward” in that it starts with the end by first identifying the desired outcomes, goals or learning objectives (Wiggins & McTighe, 1998) for a course. The course developers then create appropriate assessments based on the desired learning outcomes. Finally, they design activities that promote those learning outcomes (Reynolds & Kearns, 2017).

Backward design provides the instructional design team with standardized, repeatable development processes. This method empowers teachers and students with a focused learning environment that promotes clear and concise learning outcomes. Advantages include:

- Students build the skills and knowledge needed to accomplish necessary learning goals.
- Unnecessary disruptions in the learning process are eliminated.
- Succinct objectives are maintained.
- Teachers spend less time planning courses and more time instructing students.

A study that compared a traditional model of curriculum design to backward design suggests teachers using backward-designed curriculum outperform teachers using a traditional-designed curriculum (Kelting-Gibson, 2005). Lessons using backward design scored higher on key components

including knowledge of content and pedagogy, selection of instructional goals, the design of coherent instructions and assessment of student learning.

A case study of the impact of the StrongMind curriculum on academic growth is available upon request.

Middle School Courses

Language Arts	Science
Language Arts 6 A&B Language Arts 7 A&B Language Arts 8 A&B	Science 6 A&B Science 7 A&B Science 8 A&B
Mathematics	Social Studies
Math 6 A&B Math 7 A&B Pre-Algebra (Math 8) A&B	Social Studies 6 A&B Social Studies 7 A&B Social Studies 8 A&B
Technology	Health & P.E.
Middle School Coding 1a: Introduction Middle School Coding 1b: Learning Python Gaming Unlocked Computer Basics	Middle School Fitness Middle School Health
World Languages	Art & Music
Spanish 1 A&B (with approval)	Middle School 2D Studio Art Middle School Digital Art & Design Middle School Exploring Music Photography Basics

High School Courses

Language Arts	Honors
English I A&B English II A&B English III A&B English IV A&B	English I A&B English II A&B English III A&B English IV A&B
Mathematics	Honors
Algebra I A&B Algebra II A&B Geometry A&B Consumer Math A&B	Algebra I A&B Algebra II A&B Geometry A&B

Pre-Algebra A&B College Mathematics Preparation A&B	
Science	Honors
Biology A&B Chemistry A&B Physical Science A&B Environmental Science A&B	Biology A&B Chemistry A&B
Social Studies	Honors
Civics & Government US History A&B World History A&B Economics	US History A&B World History A&B
World Languages	Visual Arts
Spanish 1 A&B Spanish 2 A&B Spanish 3 A&B French 1 A&B French 2 A&B French 3 A&B German 1 A&B German 2 A&B	Art History: Origins Art History: Modern
Physical Education & Health	General Electives
Physical Education Health	Music Appreciation Gaming Unlocked Criminology & Forensics Fashion Design Interior Design Animation Graphic & Web Design Photography Basics Entrepreneurship Computer Basics Character Education Sports & Entertainment Marketing Theatre, Cinema, & Film Production

Grade 9-12 Credit Recovery and Advanced Placement (AP) Courses: Accelerate Education

The credit recovery courses are designed to serve students seeking to recapture credit for courses previously taken. The program allows students to follow an individualized path based on pre-assessments and progress at their own pace while being excused from material for which they have demonstrated mastery. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.

AP Courses are available in Mathematics, Language Arts, Spanish, Science, and History/Government.

Advanced Placement Courses

Language Arts
AP English Language and Composition A&B AP English Literature and Composition A&B
Mathematics
AP Calculus AB A&B AP Calculus BC A&B
Science
AP Biology A&B AP Chemistry A&B AP Physics A&B
Social Studies
AP Government and Politics A&B AP US History A&B AP World History A&B
World Languages
AP Spanish Language and Culture A&B

Elective and CTE courses: eDynamic Learning

The Virtual Preparatory Academy of Pennsylvania will offer additional Elective and Career and Technical Education (CTE) courses by eDynamic Learning. eDynamic Learning is the largest publisher of CTE courses in North America offering over 150 courses in middle and high schools. The CTE courses offered follow the National Career Clusters categories. ACCEL Schools curriculum department will work with the school board and leaders to develop an elective and CTE course offering for the 2021-22 school year and beyond.

All eDynamic courses are designed and written with engaging curriculum narratives that employ backwards design methodology to support best practices on how today's students learn. Each lesson is organized into manageable sections of text with the integration of visuals to keep students engaged. Teachers can also customize course units and lessons to provide more personalization for students.

Supplemental Curricular Resources:

To address the wide range of learners at the Academy, a variety of additional resources will be utilized by teachers. Students and teachers will have access to additional tools through supplemental resources such as but not limited to:

Brain Pop - is an online animated curriculum-based content that is aligned to state education standards. The site includes video, game, quiz, and activity sections for science, health, writing, reading, social studies, and math based on national education standards. <https://www.brainpop.com/>

Gizmos - interactive math and science simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new learning experiences to the classroom.

<https://www.explorelarning.com/>

IXL – an interactive online learning solution that helps teachers personalize instruction through comprehensive curriculum, continuous diagnostic, personalized guidance and analytics.

<https://www.ixl.com/>

Reading A-Z - an instructional content platform that provides Thousands of downloadable, projectable, printable teacher materials, covering all the skills necessary for effective reading instruction.

<https://www.readinga-z.com/>

Moby Max – a highly interactive online learning solution to find and fix learning gaps with adaptive, differentiated learning in all K-8 subjects. www.mobymax.com/

N2Y – a software package that works with the IEP stakeholder team with automated, daily data to streamline reporting, maintain compliance and inform decisions. <https://www.n2y.com/>

Newsela – an instructional content platform that provides teachers and students with access to 20+ genres of content to support core instruction, like primary sources, reference texts, essays, fiction, issue overviews, and more—all at 5 reading levels. <https://newsela.com/>

DIBELS – provides a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade

<https://dibels.uoregon.edu/>

Appendix A includes sample course scope and sequence and initial course provider alignments. The Accel Schools curriculum team will work with school leaders to provide tools so any gaps in the core curriculum are covered by supplemental content offerings. All school staff will have access to a database that will list all Pennsylvania Core Standards for all grades and the alignment to where those lessons can be found in the core or supplemental curriculum. Below is a screenshot for what the database would produce after a search for a state standard. The orange is the core curriculum and the blue/green columns show supplemental content options.

5.G.2	CC.5.G.2 Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5.G.2	5th Grade	Math		Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Math 5/Semester B/Module 6/Graphing Figures on the Coordinate Plane Math 5/Semester B/Module 6/Identify Missing Point Math 5/Semester B/Module 6/Problem Solving with the Coordinate Plane	Understand the Coordinate Plane Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships* Polygons in the Coordinate Plane*	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
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Teachers will also have a progress monitoring dashboard of their students displaying the status of each in

mastering those standards. See below for a sample:

Students		6.RP.1	6.RP.2	6.RP.3	6th Grade M...	6.NS.1	6.NS.2	6.NS.3	6th Grade M...
Craig, Daniel	05	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)
Hardy, Tom	01	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)
Murphy, Cillian	02	NEAR MASTERY	REMEDATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.

Serving Students with Special Needs

Special Education policies and procedures are included in **Appendix B**.

Virtual Preparatory Academy of Pennsylvania will have an open enrollment policy: any eligible public school student in the Commonwealth of Pennsylvania can attend. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc.

As a public school, Virtual Preparatory Academy of Pennsylvania will comply with 22 PA. Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. Virtual Preparatory Academy of Pennsylvania will provide a free appropriate public education (FAPE) to children with disabilities, even if such children are progressing from grade to grade, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts. Virtual Preparatory Academy of Pennsylvania is prepared to serve as a Local Education Agency (LEA).

Accel will support the delivery of special education and related services at Virtual Preparatory Academy of Pennsylvania. Accel has experience supporting cyber schools in other states and the national director of special education is a Pennsylvania resident and has served other Pennsylvania cyber schools and districts for over 15 years.

Based on current cyber charter school data in the state, Virtual Preparatory Academy of Pennsylvania's

budget is based on 12.5% of student s having IEPs.

Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under IDEA 2004. The Procedural Safeguards Notice provides a detailed explanation of those rights. Virtual Preparatory Academy of Pennsylvania will give parents a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parents can also obtain a copy of the Procedural Safeguards Notice from Virtual Preparatory Academy of Pennsylvania at any time. An additional document will be available to help parents to better understand the Notice document. The Parents' Rights: Understanding the Procedural Safeguards Notice provides a summary of those rights. Parents will also receive the Parents' Right s documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Surrogate Parent

As part of the IEP process, Virtual Preparatory Academy of Pennsylvania will recognize a qualified adult must participate as the "parent" (34 CFR 300 .30) for the student. A surrogate parent is someone who acts on the child's behalf in matters relating to the identification, evaluation, educational placement, and provision of FAPE to the child. A surrogate will be appointed and trained on how to participate and make decisions on the child's behalf in the following situations: a biological, adoptive, foster, parent, or guardian are not available; a grandparent or step parent with whom the child lives or a person who is legally responsible for the child is not available; the child is an unaccompanied homeless youth.

Virtual Preparatory Academy of Pennsylvania will have a method in place to secure a surrogate when needed. When it is determined that a student is in need of a surrogate parent, the surrogate will be appointed within 30 calendar days. Virtual Preparatory Academy of Pennsylvania will maintain a pool of trained parent surrogates and may collaborate with Intermediate Units (IUs) when additional surrogates are needed.

Virtual Preparatory Academy of Pennsylvania will not allow the following persons to be appoint ed as a surrogate parent: employees of an agency already involved in the care or education of the student; school employees; or persons with a potential conflict of interest.

Identifying Students and Child Find

As a cyber school in Pennsylvania, Virtual Preparatory Academy of Pennsylvania will be bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, "Charter School and Cyber Charter School Services and Programs for Children with Disabilities," as well as the requirements of IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). The school's Director of Special Education will serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening

procedures, creating and maintaining written policies and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Virtual Preparatory Academy of Pennsylvania. In addition to the Child Find procedures, the staff will provide a Student Assistance Program to supplement these efforts.

Pre-referral/Referral/Initial Evaluation

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. The SST will consult with the parents and address struggling students' needs through the MTSS/RtII process. With parental consent, the teacher will implement and document interventions and the student's response to interventions. The student's responses to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent-requested special education evaluation.

When a parent requests a special education evaluation, the process will occur concurrently with the MTSS/RtII process if the student is in need of academic intervention. Virtual Preparatory Academy of Pennsylvania will respond to the parent within ten days with the Permission to Evaluate-Request (PTE-Request) form and will send Permission to Evaluate-Consent (PTE-Consent) form to gain the parent's permission to evaluate. This form outlines the reason for the special education evaluation referral and lists the assessments that will be used. Parental input and any outside evaluations will also be collected during the evaluation process. Parental rights will also be provided during this process by providing the parents with Parents' Rights: Understanding the Procedural Safeguards Notice, the Procedural Safeguards Notice, and the explanatory Procedural Safeguards Letter.

The special education evaluation will be coordinated with the parent and an evaluator in close proximity to the student and completed within 60 days of Virtual Preparatory Academy of Pennsylvania's receipt of signed PTE-Consent form. Once the evaluation is complete, the parents will join an interdisciplinary team meeting to review the assessment results and determine the student's eligibility for special education, completing an Evaluation Report (ER). If the student is found eligible for special education, Virtual Preparatory Academy of Pennsylvania will convene a meeting to develop the student's Individualized Education Plan (IEP) with the IEP Team. The IEP Team will meet within 30 days after the completion of an Evaluation Report (ER). The IEP Team will include all required members including the parents.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must take into account the child's English language skills and ethnic background to ensure that the testing and evaluation will not be unfair for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Evaluations also must take into account the child's disability to make certain the test measures what it is supposed to measure. For example, a child with a severe visual impairment should be provided with appropriately-sized testing materials to accommodate for his disability.

School Professional Development Related to Child Find

The school's Director of Special Education and SST leader will provide the entire Virtual Preparatory Academy of Pennsylvania staff with Child Find training and compliance progress updates. At the start of the school year, the staff will be provided training on documenting information received by parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Virtual Preparatory Academy of Pennsylvania special education team. Subsequent professional development for school staff will include how to interpret universal screening results, intervention processes and results, as well as measures of compliance with Pennsylvania Special Education Evaluation Timelines.

The Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team

Special education will be represented in the MTSS/RtII process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team member will ensure that students are referred for special education in a timely manner, engaging parents in the process. As a member of the team, the special educator will verify that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed.

Universal Screening

Virtual Preparatory Academy of Pennsylvania will administer universal screening instruments to identify students in need of instructional interventions and, potentially, special education evaluation. Systemic screening of students will be ongoing and will lead to identification, location and evaluation of those needing special education services. The special education staff will be thoroughly trained to understand their responsibilities concerning Child Find. Consistent with Child Find, parental notification activities will be combined with screening at the time of student enrollment and throughout a student's educational process. Initially, parents will be provided with a questionnaire about their student's learning styles and functional abilities. These responses will then be reviewed and validated through screening tools used by the special education staff.

Screening procedures will include but are not limited to ongoing analysis of the student's response to instruction; performance on statewide assessments; reviews of enrollment records, health records and transcripts/report cards. The screening activities will also include hearing and vision screens to be completed by the school nurse or a private physician as mandated under the Pennsylvania School Code.

Written Policies and Public Awareness Related to Child Find

Virtual Preparatory Academy of Pennsylvania's statement about Child Find will be accessible to the general public and will be located on the general school public website as well as through banner messages on homepages within the AMP system. In addition, a link to the Pennsylvania Parent Guide to Special Education for School-Age Children will also be provided.

Disproportionality

Virtual Preparatory Academy of Pennsylvania will collect and examine data regularly to ensure

disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel.
- More than one single measure or assessment will be used to determine a disability.
- Evaluations will not be discriminatory or racially/culturally biased.
- Evaluations will take into consideration the child's English language skills, including ethnic background.
- Evaluations will be administered in the child's native language, or mode of communication.

If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

Reevaluation

Virtual Preparatory Academy of Pennsylvania will remain in full compliance with regulations requiring triennial special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the IEP Team will meet to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data will be documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school will then issue a Permission to Reevaluate-Consent (PTR-Consent) form to obtain signed parental consent for reevaluation. Virtual Preparatory Academy of Pennsylvania will not proceed with the reevaluation without parental consent and will make every attempt to receive consent.

Virtual Preparatory Academy of Pennsylvania will complete all reevaluations within the 60 days of the receipt of signed parental consent, as required by Pennsylvania statute. Reevaluations will be conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by Virtual Preparatory Academy of Pennsylvania will take a child's English Language ability and disability into consideration. Once the evaluation is complete, Virtual Preparatory Academy of Pennsylvania will provide parents with a copy of the report. A multidisciplinary team will then review the report to determine continued eligibility. Once a child is found to continue to need special education services, and the RR form will be completed and provided to parents, then an IEP Team meeting will be scheduled to develop the IEP.

If the team, including the parent, agrees that reevaluation is not necessary, the school will provide the Agreement to Waive Reevaluation form to the parents, with reasons the reevaluation was waived. Parents must sign this form as an agreement to waive the evaluation. If parents disagree, the reevaluation must proceed. If at any time, the parent or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students that have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent believes that Virtual Preparatory Academy of Pennsylvania's evaluation was not

conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Following administrative policies and procedures, Virtual Preparatory Academy of Pennsylvania will respond to the parent's request for an IEE using the Notice of Recommended Educational Placement (NOREP) within ten days. Virtual Preparatory Academy of Pennsylvania will provide the IEE by an approved evaluator to the parent at the school's expense. The IEE results will be taken into consideration when considering eligibility for special education and the provision of FAPE.

Students who Enroll with an IEP

During enrollment families will be asked if their child has an IEP or 504 plan. Parents may provide a copy of the documents or Virtual Preparatory Academy of Pennsylvania will obtain the documents. Virtual Preparatory Academy of Pennsylvania will conduct IEP meetings within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. In addition to being active participants in the IEP Team meetings, parents will be provided with Notice of Recommended Educational Placement (NOREP) detailing the decisions of the IEP Team.

IEP Team Process

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP will be developed within 30 days of the eligibility determination. From that point on, the IEP will be reviewed yearly unless a meeting prior to the annual due date is necessary. The annual IEP will be implemented within ten school days of the IEP meeting. Special Education reevaluations will be conducted every three years or more frequently if needed. If a student has an intellectual disability, the reevaluation will take place every two years or more frequently if needed. An IEP meeting will take place within 30 days of the completion of the reevaluation report. The report will be provided to the parent at least ten days prior to the reevaluation IEP meeting. If a student comes from out of state, and the disability is not recognized in the state of Pennsylvania, the school will still provide FAPE and comparable services while offering to conduct a new evaluation. The IEP Team will include all required members including:

- Parents;
- A minimum of one general education teacher;
- A minimum of one special education teacher and any related service providers;
- A designated school representative knowledgeable about the special education programs, curriculum and resources (LEA);
- Student (if turning 14 years or older during the duration of the annual IEP or if the parent wants the student to participate prior to age 14);
- A qualified person that can interpret the evaluation findings; and
- Anyone else the parent would like present at the meeting that is familiar with the child and their education.

Parents are IEP Team members and Virtual Preparatory Academy of Pennsylvania will take all steps needed to ensure that one or both of the parents are present at each IEP Team.

The IEP developed will address:

- Any new evaluation reports,

- Student strengths,
- Parent input,
- Both present level academic and functional performance,
- Measurable yearly goals (and objectives if the student is alternatively assessed),
- How the disability affects progress in the general education curriculum,
- Services and programs with dates (including transportation needs),
- Progress reporting (at least quarterly during the school year) and how the progress will be evaluated,
- Participation in general education classes (and other activities) with children without disabilities,
- Accommodations (including supplementary aids and services), and
- Participation in Pennsylvania statewide testing.

The IEP Team will also examine behaviors, including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The IEP Team will take into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as eligibility for Extended School Year (ESY) services. If the student is transition age (14 years or older), transition assessments, annual goals, activities, and courses of study will be developed to support postsecondary goals.

Virtual Preparatory Academy of Pennsylvania will hold annual reviews of the IEP, including reviewing student progress within the existing IEP, reevaluating whether the student is benefitting from the program, and creating new IEP goals. If the student is not benefitting from the program, a new IEP will be developed and changes will be recommended regarding the student's placement.

Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the general educational environment will only occur if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. In determining the educational placement of a student with a disability, the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations. In selecting the LRE, the IEP team will give consideration to any potential harmful effect on the child or on the quality of services that he or she needs. A student with a disability will not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum. In providing nonacademic and extracurricular clubs and activities, each student with a disability will participate with nondisabled children in the extracurricular clubs and activities to the maximum extent appropriate to the needs of that student.

Virtual Preparatory Academy of Pennsylvania will provide special education and related services within the Least Restrictive Environment (LRE) for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with

nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals. The Director of Special Education will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum. Assistive Technology (AT) may include collaboration with PaTTAN AT consultants and Intermediate Unit (IU) staff, collaboration with Accel AT support staff, access to PaTTAN's short term AT loan library and AIM Center (Accessible Instructional Materials), closed captioning, speech to text, and text to speech. Accel has experience supporting cyber schools by facilitating the provision of text-to-speech and speech-to-text software, screen readers, magnification software, tablets, etc. for students with disabilities. In addition, available supports for hearing impaired students include closed captioning or American Sign Language during live instruction sessions. Extended School Year (ESY) will be considered by the IEP Team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE.

Continuum of Services and Placement

Virtual Preparatory Academy of Pennsylvania will have a continuum of special education and alternative placements available to ensure FAPE is being provided in the LRE.

- Consultative support will be provided for the general education teachers to provide modifications and accommodations to the general education curriculum.
- Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, live instruction sessions, as well as in person depending on the needs of the student.
- Direct related service support (for example: speech-language, occupational, or physical therapy, psychological counseling,) will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and therapist offices.
- Related services will include: parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP.
- Ongoing progress monitoring will be provided for every student: including frequent and thorough review of student performance, attendance or non-attendance, and participation data as reported to the student, parent and teacher through their respective home pages.
- Every conversation (phone, email message, live instruction session student attendance or non-attendance) and consultation with the student and/or parent as well as general education teachers will be carefully logged.
- Providers of direct/related services will be tracked with close scrutiny by the special education staff of any missed appointments or incomplete services.
- Intermediate Unit classrooms will be provided.
- Private placements will be arranged if required.

Alternative placements will be considered when the virtual environment, including the use of supplementary aids and services, accommodations, and ESY are no longer meeting the needs of the student. Alternative placements will include special classes, special schools, approved private placements, and home and hospital instruction. Accel has prior experience supporting cyber schools in

facilitating placements in both Intermediate Unit (IU) schools and in private placements. Resources to support alternative placement options may include collaboration with the student's resident school district, IUs, and approved private schools (APS Directory 2015, Approved Private Schools, School Districts, and Pennsylvania IUs). Once an alternative placement is agreed upon by the team, a NOREP and Procedural Safeguards will be issued to document the team decision.

Program for Alternatively Assessed Students

Virtual Preparatory Academy of Pennsylvania will provide a comprehensive program for students qualified to take Pennsylvania's alternative state assessment, PASA. To the greatest extent possible, these students will be included with their same age classmates so they may enjoy age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have classes with their general education peers. For example, some alternative curriculum students will participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The LRE will differ for these two groups of students and is determined by each student's IEP team. The Alternative Education Program will include specially designed instruction to address each student's IEP goals as well as alternative curriculum resources. Accel will provide support for teachers and special education leaders related to data analysis and related service provision for these students.

Related Services

Cyber schools offer a vast range of options for the delivery of related services. Virtual Preparatory Academy of Pennsylvania will contract with Accel to support the delivery of related services. Related services provided to students will include, but are not limited to:

- Speech-language services,
- Occupational therapy,
- Counseling services,
- Social work services,
- Behavior therapy,
- Special transportation,
- Physical therapy,
- Audiology services,
- Social skills,
- Autism support,
- Parent training,
- Orientation and mobility,
- Closed-captioning, and
- American Sign Language translation.

Related services will be equally accessible to all students in Pennsylvania. It is anticipated that most students receiving related services will receive a combination of speech-language services, occupational therapy services, and counseling services. As determined by the IEP Team, the student may receive these services in a cyber setting and/or face-to-face. Services will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and medical offices. Decisions as to the

location of service delivery will be made during the IEP team meeting with input from the parents of the student.

Students attending other cyber schools in Pennsylvania have been receiving services in both settings for many years. When the IEP Team determines that the services will be provided face-to-face, the services will be provided at a mutually convenient location for both the family and the provider. Options for locations include the student’s home, the therapist’s business location, libraries, community centers, and so forth. For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement for transporting their child.

Virtual Preparatory Academy of Pennsylvania will provide related services by engaging IUs, private businesses, agencies, hospitals, adult service providers, and so forth. For each provider serving enrolled students, Virtual Preparatory Academy of Pennsylvania will maintain copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

Below is a list of the targeted vendors the school will consider:

No	Related Services Vendors	Types of Services	Phone No.	Website
1	Therapy Source, Inc.	Virtual, blended and traditional delivery of OT, PT, SLP, Special Ed. Teacher, School Psychologist	866-783-5301 x316	www.txsource.com
2	Presence Learning	Virtual delivery of SLP, OT, School Psychologist, Behavioral & Mental Health Services	415-512-9000	www.presencelearning.com
3	Maxim Healthcare Group	SLP, School Psychologist, Special Education Teacher	(440) 371-3880	maximhealthcare.com
4	Humanus	Special education teacher, SLP, PT, OT, School Psychologists,	1-877-630-4010	www.humanus.com
5	Global Teletherapy	SLP, OT, Mental health specialist	1-888-511-9395	globalteletherapy.com

Assistive Technology

Virtual Preparatory Academy of Pennsylvania will provide students with Assistive Technology (AT) as defined by IDEA 2004, any item, piece of equipment, or product system, whether acquired commercially-off-the-shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Consistent with Pennsylvania Chapter 711, the IEP Team will consider assistive technology needs for every student with an IEP. Students will have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other high- and low-tech AT devices as specified in the students' IEP.

National Instructional Materials Accessibility Standard (NIMAS)

Virtual Preparatory Academy of Pennsylvania will ensure timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Virtual Preparatory Academy of Pennsylvania will work with Accessible Media Providers (AMPs), such as Bookshare, to provide eligible students files in the NIMAS standard. These files are based on the international DAISY (Digital Accessible Information System) standard, essentially the DAISY/NISO (National Information Standards Organization) Z39.86 2005 standard and is required by Federal IDEA regulation. DAISY is an internationally recognized technical standard used to facilitate the creation of accessible content. These files are electronic documents created by textbook providers, submitted to AMPs, and then requested by public schools. These files will be provided to eligible students as part of the school's accessibility provision and assistive technology considerations of the students' IEP teams.

Independent Living and Life Skills

As part of Virtual Preparatory Academy of Pennsylvania's postsecondary transition planning and alternative curriculum program, the school will implement independent living and life skills programming for students with IEPs. Designed to provide life skills support, this program will provide the instruction necessary for students to function independently as adults to the fullest extent possible. Independent living and life skills will be addressed in students' IEPs with appropriate transition activities and goals clearly determined and outlined after conducting thorough transition interviews and assessments with the students and their families. All goals and associated activities will be directly aligned with students' present levels. Activities may range from self-care to money management to community navigation. Frequent, regular progress monitoring and documentation of goal progress is an integral part of Virtual Preparatory Academy of Pennsylvania's life skills and independent living programming. As appropriate, the team may determine that intensive interagency collaboration is needed to best meet the independent living and life skills goals.

Language Instruction Educational Program (LIEP)

The Virtual Preparatory Academy will create an annual Language Instruction Educational Program (LIEP) per state requirements. The program, at a minimum, will:

- Be aligned to state academic standards for the appropriate grade level of the ELs;
- Include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- Incorporate the use of the Pennsylvania English Language Development Standards (ELDS);
- Provide equitable access to content for ELs at all language proficiency levels by providing

- research-based bilingual or sheltered instruction with fidelity; and
- Not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The plan and evaluation results will be made available to all staff working with ELs as well as parents of ELs.

Identification

All Virtual Preparatory Academy of Pennsylvania families will answer a series of questions to understand a student's home language as a first effort for Child Find and to determine if they need any additional English language support. Students with positive responses to any of the Home Language Survey questions will be referred to the English Language Development Coordinator. These students will be administered the state approved placement assessment, now the WIDA Screener, within 30 days of enrollment at the beginning of the school year or two weeks of enrollment during the school year. A student who meets the Pennsylvania's entrance criteria is identified as an English Learner (EL). Parents will be notified annually using the state-approved parent notification form.

Individual Learning Plans

All English Learners in the Virtual Preparatory Academy of Pennsylvania will have an Individual Learning Plan (ILP), and the plan will be implemented with fidelity by all teachers and staff who work with the student. The ILP will detail strategies, instructional and assessment accommodations, modifications, goals for the student, and results on the state and local assessment data. The ILP will be updated annually or earlier if needed to reflect the student's language proficiency growth.

Program Models and Program Design

ELs will have equitable access to academic content for all courses in which they are enrolled. WIDA Can Do Descriptors will be utilized by integrating them into content area instruction via collaboration between the school ELL Coordinator and teachers. Below is an example WIDA Can Do Descriptors that will be utilized for programming and services.

By the end of each of the given levels of English language proficiency* English language learners can...

		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF RECOUNT	LISTENING	Process recounts by <ul style="list-style-type: none"> Identifying familiar objects or places from oral statements Pointing to objects, people, or places based on short oral descriptions 	Process recounts by <ul style="list-style-type: none"> Sequencing labeled visuals per oral directions Identifying settings or time frames in narrative or informational scenarios read aloud 	Process recounts by <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud to visuals Stating the next event in a series based on clues from narrative or informational oral texts 	Process recounts by <ul style="list-style-type: none"> Identifying main ideas and details in oral discourse Evaluating oral presentations of peers based on criteria for success 	Process recounts by <ul style="list-style-type: none"> Categorizing details of content-related main ideas seen and heard in videos or other technologies Sequencing a series of illustrated events from oral passages (e.g., <i>historical recaps</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas expressed orally Identifying new information expressed by others
	SPEAKING	Recount by <ul style="list-style-type: none"> Answering select Wh-questions Naming and briefly describing past community or school events using visual support (e.g., <i>posters, photographs</i>) 	Recount by <ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups 	Recount by <ul style="list-style-type: none"> Relating a series of events by expressing time in multiple tenses Connecting ideas in content-related discourse using transitions 	Recount by <ul style="list-style-type: none"> Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues 	Recount by <ul style="list-style-type: none"> Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (e.g., <i>digital text or video</i>) 	Recount by <ul style="list-style-type: none"> Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments

Annual Training of Staff

The Virtual Preparatory Academy will provide annual professional development related to English Language Development for all personnel as part of the school's professional development plan. The Virtual Preparatory Academy of Pennsylvania will also pursue technical support and staff training offered through PDE. Trainings will occur at the start of each school year and will be delivered by a certified ESL professional. A sign-in procedure will be utilized to ensure all staff attend the mandatory training annually. If staff are hired during the school year, the Virtual Preparatory Academy of Pennsylvania will ensure that the training will be part of the onboarding process.

Based on a review of current statewide virtual charter schools, the Virtual Preparatory Academy of Pennsylvania is expecting between 5% of the student population to be English Learners. The school has budgeted for a full-time licensed ESL teacher in Year 1 to support the start of the EL program and growing to seven ESL teachers by Year 5. The school may contract out for Pennsylvania language assistance services. The school will use local, state, and federal funding to provide the EL program.

Monitoring and Evaluation:

EL students will be monitored for their progress throughout the school year and assessed annually using the WIDA ACCESS assessments. Students who meet Pennsylvania's exit criteria on that assessment will be reclassified as Fluent and exit EL services but be monitored per state guidelines.

The EL program will be reviewed annually based on local and state data of English Learners and the general student population and other overlapping subgroups such as special education and free and

reduced lunch. The annual review will include looking at data regarding equitable representation, academic achievement, elementary and secondary programming, professional learning and teacher capacity, family engagement, and resource allocation.

Gifted Students

Students in grades K-8 will be offered gifted enrichment services and programs necessary to personalize their learning. The school will provide targeted supports and feature teacher-led differentiation including materials, enrichment activities, and specialized instruction. Students may be considered for acceleration and alternative placements. Students in high school will also be offered a robust program including Honors and Advanced Placement courses.

Students are identified as gifted through formal evaluation in the domains of general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal. Once identified, students are provided services necessary for the fulfillment of their exceptional potentials. The gifted program will incorporate the same educational standards as the standard offering but will also include enrichment activities which will expand upon lesson topics and programs, higher-level thinking and understanding. Gifted learners will be grouped together and given opportunities for group interaction through live learning sessions.

The gifted program will offer a great deal of flexibility. Gifted students may be placed in different curriculum levels for different subjects to support a specific need. A sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects. For students identified as exceptionally gifted through formal evaluation, whole grade level acceleration, and acceleration in individual subjects may also be considered.

The high school program will further offer rigorous college preparatory curriculum that will provide students the opportunity to enroll in Honors and AP courses. Honors courses will offer advanced student opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Placement in these courses will be carefully considered and included alongside continued gifted supports. Course selection will be made in close consultation with students and parents.

Success of intellectually gifted students will be determined by reviewing and assessing relevant data, including academic performance, performance on state assessments, benchmark assessments, AP exams, PSAT/SAT/ACT performance, and college acceptance rates.

Teachers will be provided professional development on serving students of high ability specific to grades served, identification of domains of ability, differentiating instruction and learning paths, and evaluating the student's success.

Through these supports, gifted students across the K-12 spectrum at the Virtual Preparatory Academy of Pennsylvania will be supported academically and emotionally and will have the resources and support

necessary for the realization of their exceptional potentials.

Referral Process & Multi-Tiered System of Supports

Engagement Protocol

The school engagement protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectation for students and families.

Components

- Definition of observable student engagement behaviors
- Process for identifying un-engaged students
- Implementation of an effective process to support identified students
- Resolution through successful re-engagement or determination of need for withdrawal

Expectations

- Common “non-negotiables” – i.e. standardized testing, communication, orientation/onboarding completion, attendance in class, course progress

Results

- If compliant: increased academic success, engagement, exiting from intensive supports
- If non-compliant: intervention plan, conference with school administration, withdrawal

The Student Services Referral for Student Support

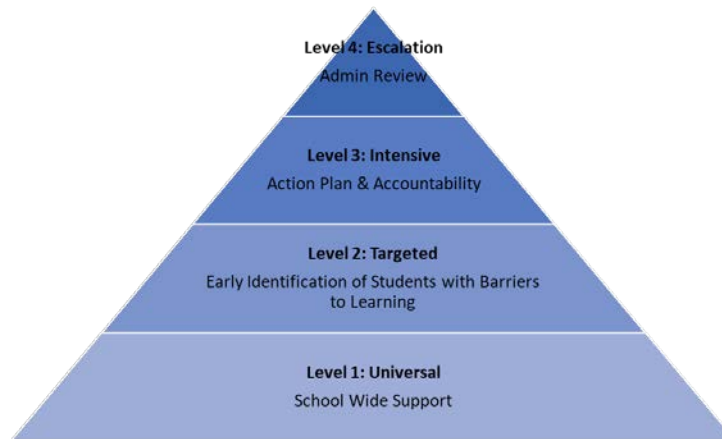
- A referral is a method by which the Student Services team becomes aware support is needed for a student. Student Services team members assist students in achieving success for those needing an additional layer of support through a tiered intervention process.
- Referrals can happen for several reasons, including but not limited to:
 - Onboarding Support
 - Social, emotional, and behavioral issues
 - Parent training
 - Student welfare concerns
 - Community referrals
 - Not completing assessments
 - No/Low attendance in live classes
 - No/Low progress in courses
 - No/Low attendance

Student Success Plans

The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student needs and specific actions for a student to become successful with the goal of academic achievement.

Student Services, teachers, students and learning coaches develop the Student Success Plan together. The assigned Student Services team member facilitates the process, monitors the plan, and provides ongoing follow up.

Student Referrals and Support Multi-Tiers



Understanding the Multi-Tiered Levels of Support

Level 1: Compliant

- Student and family do not need additional services. School wide prevention and programming, along with teacher support provide the first level of service to all students and families.

Level 2: Targeted Support

- A student need has been identified. Student and family are unresponsive to standard teacher interventions and support. Student Services staff begins supporting the student/family to address the issue at hand. Student and family are engaged in the process.

Level 3: Action Plan & Accountability

- Student Services team member has been working with the student/family. However, the family is not complying and must be held accountable to meet the student's educational needs. Non-compliance may result in consequences as defined by the school.

Level 4: Escalation to Administration

- All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines course of action.

C. Describe the teaching methods that will be used to deliver instruction and assess academic performance. How will this pedagogy enhance student learning?

Instructional Practices

Learning best occurs when teachers are well prepared, best practices are employed, the students are engaged, and the lessons suit individual needs. The Virtual Preparatory Academy of Pennsylvania's educational approach will feature an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training grounded in strong academics, character education and service

learning. Virtual Preparatory Academy of Pennsylvania's program will focus on practical application of knowledge and strong family and community involvement with the school

The Virtual Preparatory Academy of Pennsylvania's instructional approach stems from proven research and our team's years of experience in effective instructional and administrative practices. The fundamental elements of our instructional strategy are:

- **Synchronous and Asynchronous Instruction:** The Virtual Preparatory Academy of Pennsylvania integrates online instruction into everyday practice. The program features both live "synchronous" instruction as well as content-rich "asynchronous" lessons. The Virtual Preparatory Academy of Pennsylvania uses the best, standards-based content and leading online delivery methods to assure an exceptional learning experience.
- **Reciprocal Teaching:** Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The Virtual Preparatory Academy of Pennsylvania model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies core skills in an engaging manner, providing students with content knowledge rich in cultural literacy.
- **Differentiated Instruction:** Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. Additionally, the Learning Management System provides the capability to personalize assignment selections through grouping. Virtual Preparatory Academy of Pennsylvania teachers are trained in effective strategies for successfully tailoring all of these areas to individual student needs, ensuring that different learners are all provided the best opportunity to succeed. During synchronous sessions teachers assess students on the content standard to be covered for the day. Breakout rooms are then created that allow students to receive enrichment on the standard, additional practice, or significant reteaching with another approach.
- **Student Engagement-** Teachers will have multiple data sources to monitor student engagement behavior and will be able to use that data to understand how students are spending their time in the system and offline. With this data, teachers can help get students back on track if they are struggling or need to be challenged.
- **Parent Engagement-** All parents will be provided orientation courses so that they can serve as effective Learning Coaches. Teachers and administrators will monitor and address parent engagement to ensure students have the support they need at home.
- **Progress Monitoring –** Teachers will monitor student progress using iReady tests. iReady provides a detailed view of how students are performing on recently assessed grade-level standards. It is good for tracking student progress in mastering recently taught standards, planning ongoing instruction and reteaching to accelerate student growth.
- **Safe and Supportive Environment:** Student safety is a priority at the Virtual Preparatory Academy of Pennsylvania. The AMP system online resources and communication tools are secure and password protected. Students, by design, do not interact with adults who have not undergone a required background check.
- **Communication Expectations-** Virtual Preparatory Academy of Pennsylvania teachers will be expected to provide parents/guardians and students with frequent and purposeful communication throughout the school year. They can communicate with their students via multiple pathways: phone, in-course

email system, web conferencing, and in-person (as allowed and needed). Teachers will be expected to maintain one-on-one relationships with each student and regularly communicate student progress with parents/guardians.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986) and expert teachers pay attention to their students' varied learning needs (Danielson, 1996); "to differentiate instruction, then, is to become a more competent, creative, and professional educator."²

In this way, the curriculum and teaching strategies at the Virtual Preparatory Academy of Pennsylvania will accommodate the needs of a diverse set of learners – those students who are eager to stretch their horizons on a challenging path and those students who require more time-on-task and personalized courses that spark their interest and open a world of engagement. Innovative and effective instructional methods include: cooperative learning, graphic organizers, role-playing, activating prior knowledge, personal connection journaling and the Socratic Method for discussions.

- **Student Experience** - Students will engage with a rich level of synchronous content resources throughout the week.
 - State certified Pennsylvania teachers trained specifically in the delivery of online instruction
 - Teachers will conduct whole class, small group, and one-one instructional sessions as needed to support student learning. Teachers will use a variety of formative assessments to guide them including analyzing student work on assignments, quizzes/tests, oral questioning, or student and parent feedback.
 - Courses mapped to graduation requirements using the Graduation Success Plan and one of the state pathways (Keystone Proficiency, Keystone Composite, Alternate Assessment, Evidence Based, or CTE) as a guide.
 - Courses structured to provide students the necessary knowledge and skills to achieve proficiency on the Pennsylvania System of School Assessment (PSSA), Keystone Exams, Pennsylvania Alternate System of Assessment (PASA) and other assessments and Graduation Tests.
 - Access to a broad array of elective courses
 - Daily access to communication with teachers and academic advisors.
 - Access to regionally located events around the state for tutoring, state testing, or experiential learning

Instructional Technology – The Virtual Preparatory Academy of Pennsylvania provides instruction primarily through a learning management system (LMS), Canvas, and a Webinar Platform (Big Blue Button).

All students will have an account in the Canvas learning management system. Canvas connects all of the digital tools students and teachers use in one easy place. The platform is intuitive, collaborative, and can be accessed anytime, anywhere, on any device. Because it is easy to learn, implement and use, Canvas

² All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests. Says elementary

allows all stakeholders to participate without the perceived obstacles often associated with new software.

Features of Canvas include:

- Graphic Analytics and Reporting which turns student performance and usage data into meaningful insights that can inform instruction.
- A badge and reward system that can be customized.
- A global calendar for assignments and course work providing students a way to manage their schedules and prioritize their tasks.
- Collaborative workspaces, discussion areas, ePortfolios, web conferencing and audio/video message capability provide students with a variety of ways to demonstrate learning.
- A dashboard and activity stream provides students with a snapshot of the latest and most relevant course information upon login.
- Notification preferences allow users to receive course updates when and where they want—by email or text message.
- Parent co enrollment connects parents to students' classes automatically—giving them the insight to be successful.

Through effective use of this technology, teachers, parents/guardians and students will be able to interact through webinars, online chat and email, enabling teachers to custom-tailor academic programs to students' unique skills and interests – all aimed at optimizing students' learning experience.

The Virtual Preparatory Academy of Pennsylvania's webinar software, Big Blue Button is used for synchronous collaboration between teacher and students and among students. When working on a project, students can go to the teacher's virtual office and work together on a project. They have use of a whiteboard, typed chat, voice chat and webcams to do this. Documents can be file transferred while in an online session and the moderator can share his/her desktop to show, in real-time, how to accomplish a task. If the student is given moderator rights, the student will be able to share his/her desktop or application with other students. They can all edit a document at the same time and can all view the changes simultaneously. Additionally, if a teacher is holding a whole-class meeting in his/her virtual office, he/she can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.

The Student Experience

Assumptions:

- Student attendance is crucial to their success. As a part of the Graduation Success Plan, student schedules for online and offline work time will be discussed. These schedules will be revisited periodically and adjusted to meet student needs.
- Student participation is essential to success. All students are expected to participate fully in their course schedules and communicate responsibly should any issues arise.
- Effective and timely communication is crucial. All stakeholders are expected to respond to all email and phone communications within 24 hours on school days.
- Student schedules will vary according to the student's GSP, the courses being taken, and the student's personal circumstances.

Student Services Team

The Student Services team empowers students to overcome academic, social, emotional, mental health or other challenges to ensure students are successful in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. Student Services team members and teachers work together with families to provide the wrap around supports needed to ensure students are motivated and stay on track for graduation.

Student Services Goals

- Create a positive and welcoming school climate at school start and throughout the school year
- Increase the capacity of students and families from a strength-based perspective
- Ensure students stay on track through early interventions, wrap-around supports, and engagement strategies
- Cultivate community partnerships to better support students and families with social, emotional, and medical needs
- Work through non-academic issues with students and families to remove barriers to school success
- Increase sustained enrollment to promote students to the next grade level and graduation

Social Emotional Learning (SEL)

Supporting the whole student is essential in increasing students' academic success, their college/career readiness, and ensuring they have the social and emotional skills necessary to thrive. By supporting the whole student through a comprehensive program, students will see positive outcomes in terms of academics, behaviors, and post-secondary success.

The Student Support Services Team creates a learning environment which supports the following core competencies for SEL:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

SEL curriculum is delivered weekly during homeroom time based on monthly topics. However, SEL is more than just a weekly 30-minute lesson. It is a systematic approach that infuses the core competencies into every part of the student's online school experience, across all classes, as well as when they are at home and in their community.

Topics include, but are not limited to:

- Planning for a Successful School Year
- How to Make Friends
- Stress Management
- Healthy Coping Skills

- Bullying
- Healthy Friendships
- Self-Care & Confidence
- Internet Safety

D. *Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).*

Virtual Preparatory Academy of Pennsylvania will offer a traditional school calendar with the required 180 school days, which can be completed in a traditional August-June school year. Students will be provided several pacing options but all will adhere to the minimum state requirements of 180 days.

The Board will approve the school calendar annually. The school calendar may be extended to allow families more flexibility in completing the year’s work, or to provide extra learning time for students who are at risk (generally not by more than two weeks). The table below shows the student calendar for the 2021-2022 school year. School will not be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of -January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year.

Student Calendar 2021-2022

Event	Date
First Day of School	August 23, 2021
Labor Day (No School In Session)	September 6, 2021
Thanksgiving Break (No School in Session)	November 25-26, 2021
Winter Break (No School in Session)	December 20, 2021 – January 2, 2022
Martin Luther King Jr’s Birthday (No School in Session)	January 17, 2022
First Semester End Date	January 21, 2022
Spring Break (No School in Session)	March 30 - 31, 2022
Memorial Day (No School In Session)	May 30, 2022
Second Semester End Date	June 1, 2022
Last Day of School	June 1, 2022

Hours of Operation

The school site will operate Monday through Friday from 8:00 AM ET – 4:00 PM ET. Since this is a cyber learning environment, the school day is not limited to certain hours for start and end times. The teaching staff is available during the hours of operation.

4. School Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Summative Assessments

The Virtual Preparatory Academy of Pennsylvania will maintain high expectations for all stakeholders that impact student success including school leaders, teachers, support staff, parents, and board members. The school will utilize PDE's evidence-based practices that create the conditions for school improvement. They include:

1. Focusing on Continuous Improvement of Instruction
2. Empowering School Leadership
3. Providing Student-Centered Supports
4. Implementing Data-Driven Human Capital Strategies
5. Allocating Resources Strategically and Equitably

The school has a commitment to being data-driven with its approach to learning. Each year, the school will analyze state testing results for all student achievement and all student academic growth including sub-group analysis. The administrative staff and teaching staff will work collaboratively to understand the data trends and develop school improvement strategies and tactics to support improvement for all student groups.

Throughout the school year, the school board will also be presented monthly reports of student progress based on course progression and interim assessment results.

Accreditation

During the Virtual Preparatory Academy of Pennsylvania's first year of operation, the school will seek outside accreditation from Cognia. In future years, the school board and administration may choose to also seek Middle States Association Commissions on Elementary and Secondary Schools (MSA CESS) accreditation. Both of these self-evaluation processes will accelerate the school's improvement by voluntarily demonstrating they are meeting a defined set of research-based performance standards.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Teacher Evaluations

The Board will employ all staff including the Principal and teachers. Through the Services Agreement, the Board plans to work with Accel Schools to recommend an effective performance evaluation for teachers, based on the company's experience in cyber education and aligned with key aspects from Pennsylvania's

Act 82 on Educator Effectiveness, as appropriate for a cyber school. Accel Schools uses a Performance Evaluation System to create a high performing school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals, rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development. All employees will be evaluated based on competencies along with state required metrics on student performance as required by law. Competencies will be reviewed with employees at the beginning of the school year and will be available to employees for viewing and comment throughout the school year.

Employees receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. Employees also receive periodic feedback both formally and informally from their manager throughout the school year.

Competencies for teachers will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency will be evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data.

The outcome of an individual teacher's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions.

The competencies will be aligned with student achievement metrics and may include any of the following:

- Parent feedback,
- Supervisor observations,
- Statewide assessment results,
- School assessment results, and/or
- Student participation/completion.

Evaluation Process for School Administrators

The Board will employ the school administrators. The school administrators will be evaluated based on competencies along with state required metrics on student performance as required by law. The professional competencies will align with the lead school administrator position (e.g. Principal). The Board will evaluate the school administrators using data and may be assisted by consultative functions provided by Accel Schools.

School administrators receive a formal mid-year review in December or January, and a formal end-of-year review in May or June.

Competencies will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods including parent, school and community feedback; observations of lessons and interactions; and review of relevant documentation and data.

Standards for Teacher and Administrator Performance

To ensure the highest quality teaching, the Virtual Preparatory Academy of Pennsylvania will set as its goal that the majority of the teachers earn ratings of Effective or higher. The instructional staff will be observed on a regular basis and evaluated using a comprehensive, multi-layered evaluation system. The teacher evaluation system may include the following and will be aligned to Pennsylvania teacher evaluation systems:

- Parent surveys, which may rate such things as the responsiveness, effectiveness, knowledge, and skills of their assigned teacher(s);
- School administrator evaluations from observations of Learning Coach/student interaction, including synchronous sessions, and review of correspondence;
- Peer reviews evaluating the degree of cooperation, support and sharing of knowledge;
- Aggregate performance of enrolled students based on a value-added growth model and documents by data from the LMS; and
- An annual performance plan created by each teacher incorporating strategies to achieve, measurable school goals.

The school administrator evaluation system will be geared towards evaluating the specific competencies that an effective administrator would display. This may include the following and will be aligned to Pennsylvania administrator evaluation systems:

- School Development and Leadership: school culture, creating a commonly owned vision and plan for success, high performing leadership team;
- Team Development and Leadership: school team formation, staff performance management, staff satisfaction and retention;
- Student Achievement/Data Management: instructional leader, internal/external data to effectively drive student achievement; and
- Personal Development and Professional Skills - leadership development of self, judgment and problem solving, knowledge and implementation of key policies and regulations, and an environment of trust which includes clear communication, relationship building and expectations, community relations.

C. How will your school be accountable to the parents of the children attending your school?

Frequent and purposeful communication with parents and Learning Coaches will help teachers monitor the student's progress, keep parents "in the loop" with current school happenings, and help the school grow and improve from parent feedback. Scheduled phone calls, live instruction sessions, email messages, and face-to-face meetings at locations throughout the state will all be used to help conduct parent-teacher conferences.

Communication outside of the AMP system for existing and prospective families and community members will also be important. Parents will have a list of contact information (email and phone numbers) for all their assigned teachers, administrators, and support staff. This contact information will be in the school handbook and available on the parent landing page in the AMP system.

The school will maintain a public website that contains all relevant and required information to ensure that all stakeholders are kept informed. All school board meeting agendas, minutes, and policies will be posted on the website as required by state law. We will encourage parents to follow a grievance process, which will be published in the school handbook, to address any concerns first with their teacher and administrators. If they cannot resolve the issue, board member contact information will be posted and parents will be able to contact the board members directly.

The website will include enrollment and school academic program information but will also create opportunities for parent-to-parent communication. For interested parents, the Virtual Preparatory Academy of Pennsylvania will develop a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the education program. The campaign will ensure equal access to any PA family who chooses to enroll their student.

Annually, the school will send out a parent and student satisfaction survey to get feedback from both on the programs and processes that are working well, satisfaction with the school leadership and teaching staff, and ask how the school can serve that family better. The results of this survey will be distributed to the school board and parents once complete.

Each year, the school will publish its annual report of the previous school year including academic outcomes. This report will be sent to the immediate school community- current parents, board members, etc. It will be distributed to all enrolled parents each year.

D. Discuss your plan for regular review of school budgets and financial records.

The Virtual Preparatory Academy of Pennsylvania Board has the authority and responsibility to prepare and adopt the school budget. The budget will be designed to carry out the education plan set forth in this application in a thorough and efficient manner, to maintain the school facilities, and to honor the school's obligations to Pennsylvania taxpayers. The budget draft and supporting documentation will be prepared no later than May 1st for review by the Board Treasurer. The full Board will review the draft at their May board meeting. The Business Manager, contracted through Charter Choices, Inc., will prepare the General Fund budget on the state required forms and make the budget documents and supporting information available in printed form in accordance with the timelines specified in Pennsylvania law. At least three days prior to adoption, the final budget will be presented to the Board. The Virtual Preparatory Academy of Pennsylvania board shall annually adopt the final budget by majority vote of all members prior

to June 30th.

Each month, the Virtual Preparatory Academy of Pennsylvania Treasurer and the full Board will review detailed financial reports provided by the Business Manager and in collaboration with the Accel financial services team. The monthly reports will show the board approved budget revenues and expenditures as compared to actual spending to date. The board will also receive updates to the balance sheet, a list of accounts payable invoices reviewed by the Business Manager and recommended for approval, district billing of funding for students served, and other detailed reports.

The school will contract with an independent auditor to conduct annual audits that will meet the specific compliance requirements set forth by Pennsylvania and as required by the Annual Report filed August 1 of each year. The date of the annual independent audit will be determined by its by-laws and articles of incorporation's provision for end of fiscal year. The school will be insured as required.

The Virtual Preparatory Academy of Pennsylvania intends to use an industry-standard accounting software to gain insight into the school's finances, improve decision-making process, speed up response time to financial situations, and create powerful self-service analysis with business intelligence tools. Virtual Preparatory Academy of Pennsylvania will use the chart of accounts required by the PDE.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

The Virtual Preparatory Academy of Pennsylvania recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. The Virtual Preparatory Academy of Pennsylvania will ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Virtual Preparatory Academy of Pennsylvania will follow the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards and other student data privacy laws.

The Virtual Preparatory Academy of Pennsylvania will use the PowerSchool Student Information System (SIS) to collect, manage, and maintain student records. The enrollment process will be fully integrated with and supported through PowerSchool. The Virtual Preparatory Academy of Pennsylvania has contracted with Accel for enrollment and student placement support services. The Principal will have oversight of the enrollment process which will comply with state and federal law. Once the enrollment process is completed and students are placed into courses, the students will appear on the teacher student roster where he/she can begin tracking, verifying, and reporting attendance.

The Virtual Preparatory Academy of Pennsylvania will house and maintain its physical records at its

administrative office in Harrisburg. Virtual Preparatory Academy of Pennsylvania will fully comply with the requirements of FERPA, a Federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's education records and "personally identifiable information" from unauthorized disclosure.

Within the PowerSchool SIS, access to student information and data will be controlled by a central team of administrators, trained in FERPA, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data. Data points and reports will be assigned to roles, including the Virtual Preparatory Academy of Pennsylvania approved vendors who use student data for accounting and billing purposes. Only users in a location with the correct roles will meet the requirements to access the data.

In addition to FERPA requirements, IDEA provides additional privacy protections for students who receive special education and related services. Part B of IDEA incorporates and cross-references FERPA. Virtual Preparatory Academy of Pennsylvania is aware of the cooperation between FERPA and IDEA and will adhere to the requirements of both. The school will also comply with the Protection of Pupil Rights Amendment and the Children's Online Privacy Protection Act of 1998 ("COPPA").

Under FERPA, an enrolling student will fall into one of the certain exceptions that will allow for Virtual Preparatory Academy of Pennsylvania to receive student education records from a previous school without the prior written consent of parents. However, upon enrollment, administrative personnel will ask parents to provide written consent for the release of their student's education records by signing a Release of Records form, allowing the school to receive the information from the student's previous district. Virtual Preparatory Academy of Pennsylvania will use the PDE Charter School Student Enrollment Notification Form for notification of a student attending a charter school as required. Per FERPA, there are other exceptions to the release of student education records without the prior written consent of parents. Virtual Preparatory Academy of Pennsylvania is aware of such exceptions and, outside of these, will require the written consent of parents for the release of their student's education records to a third party.

While FERPA is vast in its discussion of the review, amendment, and privacy rights related to education records, it does not speak to the retention and destruction of such records and does not include a records retention plan. Along with a strict adherence to FERPA, Virtual Preparatory Academy of Pennsylvania will address compliance with a records management program that addresses the creation, maintenance, storage, and final destruction of records in accordance with Pennsylvania laws and regulations.

F. Describe your system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.

The Founding Board will contract with Accel Schools to implement and the student enrollment and withdraw processes, adopted by the Board and reviewed by Board Counsel, which are consistent with local, state, and federal law. The draft enrollment policy included in **Appendix O** will be reviewed by Board Counsel and approved by the Board as part of the overall school handbook. The approved policy will be posted on the school website.

In the initial admission process, parents will complete a simple registration form online or via phone that collects their name, email address, address, phone number, student names, and requested grade levels, although failure to complete this form will not be a condition of enrollment. They will also confirm that they meet the basic eligibility requirements for enrollment (e.g., state residency and legal school age, as noted on the school's website and through a link on the enrollment page) and that they have read and understood the program's regulatory requirements.

Based on Section 1723-A of the Charter School law, any resident grade K-12 school age student in the Commonwealth is eligible to enroll in The Virtual Preparatory Academy of Pennsylvania. The school will not discriminate in its admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English Language or any other basis that would be illegal if used by a school district. We will not use achievement tests, entrance examination tests or other means of testing a student's intellectual ability in order to grant or deny admission. We will not judge a student's grade point average in consideration of any student enrollment.

Virtual Preparatory Academy of Pennsylvania will require the state mandated documentation for enrollment including;

- Copy of a Birth Certificate/Proof of Age
- Immunization Record
- Proof of Residence (except for homeless students)
- Sworn Statement
- Release of Records
- Proof of Guardianship/Acknowledgement of Legal Guardianship Form, if applicable
- Home Language Survey
- In addition, the School will request that parents/students to complete a Student Enrollment Information Form, Instructional Use of Property Form, Family Income Form and PDE Notification Form. These are not conditions of enrollment.

During the enrollment process and prior to admission to the Virtual Preparatory Academy of Pennsylvania, the parent, guardian, or person having control of a student shall provide a sworn statement stating whether the student was previously or is presently suspended or expelled from any public or private school for any offense involving weapons, alcohol or drugs, or for the willful infliction of injury to another person or for any act of violence committed on school property. The school from which the student was suspended or expelled and the dates of the

suspension or expulsion must be provided. Any willful false statement shall be a misdemeanor of the third degree. Virtual Preparatory Academy of Pennsylvania will obtain this statement during the enrollment process. If the School accepts a suspended or expelled student, the student's school district of residence is not required to pay the charter school for that student's enrollment until the suspension or expulsion period has passed and the student has met all the conditions imposed during the suspension or expulsion.

District of Residence Notification

Virtual Preparatory Academy of Pennsylvania will provide each student's resident school district with the PDE Charter School Student Enrollment Notification Form within 15 days of the student's enrollment or change in residency and will notify the relevant school district within 15 days of a student's withdrawal from the charter school.

Within 15 days of receipt of notice of enrollment, resident school districts must provide a copy of a student's records to the School, including any individualized education program (IEP) for that student. A student who continues for succeeding years at the Virtual Preparatory Academy of Pennsylvania shall be included on a list of all such students and sent to the district of residence at the beginning of each school year.

Compliance and Tracking

The Virtual Preparatory Academy of Pennsylvania will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The Principal or his/her designee will serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

Withdrawal Process

Students may withdraw from Virtual Preparatory Academy of Pennsylvania at any time in accordance with the state statute. Prior to withdrawing, the school will encourage the Learning Coach and/or student to discuss with the school staff the reason(s) for withdrawing as it may be possible to address issues so the student does not need to withdraw. Virtual Preparatory Academy of Pennsylvania will request that the Learning Coach provide evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student will attend. This data will be recorded and reviewed by the Lead School Administrator, so school leadership can continually reflect on the school's ability to serve its families and students. The School will send a notification to the resident district within 10 days of student disenrollment in accordance with state law. The School will also provide a copy of student records, including any IEP, to the resident district or new school in which the student enrolls.

In **Appendix O**, the board has draft Student Attendance and Punctuality Policy that includes a parent's or guardian's responsibility to ensure that their children attend school on days the

school is in session. If a student incurs unexcused absences, the school will initiate an early intervention process to assure assistance is given to the student. The desired outcome will be to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the “good faith” effort between the school and the student’s family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency, disciplinary action, expulsion, etc.).

If a student becomes ineligible or leaves the charter school, the PowerSchool SIS will be updated and Virtual Preparatory Academy of Pennsylvania will ensure all appropriate paperwork is submitted and/or forwarded to the new school. As per Section 1748-A of Charter School Law, Virtual Preparatory Academy of Pennsylvania, and the parent or guardian, will provide written notification to the school district of residence within 15 days following the withdrawal of a student.

G. Describe plans to evaluate student performance.

The Virtual Preparatory Academy of Pennsylvania will use the Pennsylvania Core Standards to define what students need to know, understand, and be able to do. Mastery is achieved when a student can demonstrate proficiency on skills and content as described in grade level state standards. To ensure that students are on track to demonstrate mastery on state mandated summative assessments, formative assessment opportunities will be utilized in an ongoing manner. These assessments will provide teachers with the information required to monitor progress and adjust instruction.

Formative assessment will include:

- Qualitative and observational data obtained by teachers through student level interactions (live web conferencing sessions, one-on-one meetings, phone conversations)
- Embedded course assignments and assessments at the lesson and unit level
- Frequent, brief standards aligned short-cycle assessments sequenced to assess mastery of content recently presented
- Local benchmark assessments administered 3 times per year
- Common mock assessments administered 3 times per year

The table below provides a summary of the assessments the school proposes to utilize to monitor student performance at the Virtual Preparatory Academy of Pennsylvania.

Assessment Type	Platform/Tool
Local Benchmark/Diagnostic (Computer Adaptive Nationally Normed)	Example: iReady
Incoming Assessment	Example: iReady

Short Cycle Assessments (Progress Monitor)	Example: iReady (K-8) and MasteryConnect (K-12)
Reading Fluency	Example: Dibels
Classroom Assessments	Examples: iReady Standards Mastery and MasteryConnect Course assessments
Pennsylvania Accountability System (PAS)	PSSA/PASA/Keystone Exams, SAT and ACT, WIDA ACCESS

H. How will student development toward the school’s overall learning goals and objectives be measured?

When student level data indicates that a student is not on track for mastery of grade level content school staff will implement tiered academic interventions within a multi-tiered support system. In Tier 1, classroom teachers will provide high quality standards aligned instruction to all students. Students needing additional intervention at the Tier 2 level will receive research-based intervention strategies of moderate intensity within a small group to address learning needs. These interventions may be implemented by the virtual classroom teacher or by an Intervention Specialist. Tier 3 intervention will include individualized intervention of increased intensity for students.

Student Promotion

While course grades are an important component of retention and promotion decisions, teachers and school leaders will be trained to utilize a multi-faceted decision making approach, to ensure that each student’s unique characteristics are considered in conjunction with all available student level data to inform retention and promotion decisions. During the Spring of each school year, teachers will create a list of students for whom retention may be necessary, based upon available data. Multiple stakeholders involved with the student will be included in the decision-making team (teachers, parents, administrators, guidance counselors, interventionists). For any student who undergoes the Retention/Promotion review, the team will create an individualized plan to note what additional supports and interventions will be provided to the student in the course of the next school year to ensure continued progress towards mastery of grade level standards, regardless of whether the decision is to retain or to promote. Considerations for the retention and promotion decision process may include course grades, assessment data, student attendance, student motivation, student learning style and pace, chronological age, developmental characteristics/maturity, prior retention, student learning exceptionalities, and student transiency.

For High School level students, progress from one grade level to another will be based on credits earned. Teachers and administrators will work to ensure that all students have access to any state allowable alternative pathways to graduation, and that any existing credit flexibility and dual enrollment options are

utilized. Students who experience course failure and become credit deficient will have access to additional opportunities to recoup credits via programs such as summer school or credit recovery course work.

Promotion Framework

Mastery Determination	Evaluative Determinate	Promotion Criteria
English Language Arts	PSSA, PAS, Teacher Evaluation, Course Completion	Scores Proficient, Teacher Recommendation
Reading Fluency	PSSA, PAS, iReady, Teacher Observation	Scores Proficient, Teacher Recommendation
Mathematics	PSSA, PAS, iReady, Teacher Evaluation, Course Completion	Scores Proficient, Teacher Recommendation
Science	PSSA, PAS, Teacher Observation, Course completion	Scores Proficient, Teacher Recommendation
Core Subject Areas (grades 9-12)	Keystone Exams, PAS, Course Completion, Teacher Observation	Scores Proficient and/or Teacher Evaluation
Classroom Assignments	Teacher Evaluation	Teacher Evaluation
Attendance	Student LMS Login, Completed Lessons	905 School Attendance and/or Teacher Evaluation

Students (and parents) are expected to regularly consult and follow course pacing guides to ensure that all assignments and assessments are completed by the established due dates. Extensions are handled at the course level teacher's discretion. Early interventions will occur by the teacher and/or school leader when students fall behind their pacing guides, not logging in to the AMP system or consistently failing. Contact with the parent and students will occur in various manners including electronic (email), verbal (phone/video) and in-person meetings.

The school's teachers maintain an electronic grade book within the AMP System that displays the student's progress. Parents and students have view only access to view grade reports itemizing each grade for students. Grades are posted and reported quarterly. Semester grades will be comprised of the average of two quarters. Final grades will be the average of the two semesters. School administration will have a final review of grades and credits earned to be sure that all credits earned are properly credited in the student's records.

Assignment Mark	Grade/Pt.	Teacher Observation/Evaluation
90-100 %	A/4	Student demonstrates superior knowledge of content
80-89 %	B/3	Student demonstrates advanced knowledge of content
70-79 %	C/2	Student demonstrates average knowledge of content
60-69 %	D/1	Student demonstrates limited knowledge of content
59 % and Below	F/0	Student fails to demonstrate even limited knowledge of content

1. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Formative assessments provide educators with critical information about student progress and can be used to adjust the teacher’s approach and the pace of instruction throughout the year. Formative assessments are often used as tools for uncovering opportunities for instructional intervention because they give teachers information about where additional practice and support may be needed. Research has shown that timely and specific feedback from formative assessments can enable teachers to make a significant impact on student learning. In *Formative Assessment in Seven Good Moves* posted to the Association for Supervision and Curriculum Development (ASCD) website, Brent Duckor stated, “The research is clear: What teachers do in their classrooms matters. But which practices really make a difference? Jon Hattie (2012) conducted an extensive meta-analysis, looking at 800 meta-analyses that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes.”

The Virtual Preparatory Academy of Pennsylvania will use the previously described formative assessments to support student mastery of the skills and concepts in the Pennsylvania Core Standards.

5. School Community

A. Describe the relationship of your school with the surrounding community.

The Virtual Preparatory Academy of Pennsylvania will have a focus on service learning as part of the student experience. Students will have input on the chosen service learning projects adopted each year at

the School but many will choose to focus on the individual student's personal interest in bettering their local community, state, and country. Parents will play an active role in supporting their student's participation in these projects.

Online education has the potential to bring students together from different parts of the state, different cultures, diverse social and economic backgrounds, to promote projects of service to their community. The budgeted Parent and Student Activities Coordinator will support teachers with these projects.

The school will make community leaders and local school districts aware of these service learning projects. If possible, they will invite them to participate in projects that involve a larger community to support.

When the Principal and other school leadership staff are hired, they will start to formalize partnerships with non-profit community service organizations, state higher education institutions, and museums. They will seek to identify meaningful work-based learning experiences for high school students that meet the Future PA Ready Index requirements under the state's ESSA Consolidated Plan. The School will ensure these learning opportunities integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The PDE requirements include:

- Supervised by both an agency representative and an assigned teacher advisor.
- Evaluated by the educator and the agency representative, with input from the student.
- Connected to the school's curriculum/course of study.
- Includes a learning plan and a contract that details learning objectives and roles of all parties.
- Required hours: minimum of a six-week experience, and/or 60 hours total.

The school has already identified the follow state and national organizations they will seek out potential partnerships tied to community service learning projects:

- Pennsylvania Service Learning Alliance
- Pennsylvania Chamber of Commerce
- The Buck Institute for Education- PBLworks.com – Combining project-based learning with service learning

B. Describe the nature and extent of parent involvement in the school's mission.

Parent involvement is significant to the cyber learning model. There are many benefits to parent involvement in education. Parent participation in a child's education can lead to improved grades and test scores, higher graduation rates, and greater enrollment in post-secondary education.

Parents are crucial to the planning process of the school, as well as its operation. Interested parents have already played an important role in encouraging the formation of the school and will remain involved leading to the school's opening. Parental feedback is also an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable

communication with families to ensure that the school reflects their unique needs and creative ideas.

Parents are key components of supporting the mission of Virtual Preparatory Academy of Pennsylvania. Through formal and informal channels from field trips to surveys, parents have an avenue to provide feedback and input. This ensures that the school will be on a cycle of continuous school improvement and that all stakeholders are valued. The school will draw upon the deep and diverse community connections represented on the Board, whose members represent business and education entities across the state and beyond, to ensure that students have multiple opportunities to benefit.

Parents can participate in the School in multiple ways:

- Parent representation on the Board: The board bylaws provide for a minimum of one parent of a current or previous cyber school parent to serve on the board. Currently, two board members are parents of cyber school students.
- Ad hoc Board committees- The Board may form ad hoc groups of parents to address particular issues such as community partnerships or parent-to-parent support.
- Public comment- Parents may make public comment at board meetings.
- School event support- Parents may volunteer with teachers to support the service learning projects, field trips, and other school community events.
- Parent satisfaction surveys- Annually, parents will provide formal feedback on how well the school is serving their student. This continuous improvement feedback is essential to the school's success.

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

Virtual Preparatory Academy of Pennsylvania will be committed to ensuring parent satisfaction and will take its responsibilities for the provision of educational services to students very seriously. These school responsibilities will be set out in the School Handbook and include such things as:

- Contacting the family regularly
- Delivering educational materials and equipment
- Providing accessible support

The school will also ensure the family and student adhere to their responsibilities as stated in the school handbook, and when necessary, will discipline a student for, violation of a school policy. If a parent has concerns, he/she may institute the following proposed grievance process or one that affords appropriate levels of due process to be adopted by the Board once the charter is approved.

- A parent with the grievance must report the dissatisfaction and submit it in writing to the student's teacher (or other appropriate staff member, as necessary). All

parties involved must be appropriately defined, and the problem must be clearly outlined.

- The recipient of the grievance (generally the teacher) must review the issue with his or her supervisor (generally the Lead School Administrator) and respond to the parent within a reasonable time period.
- If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter and schedule a meeting with the parent, the student (if necessary), and any other staff member (if necessary) within a reasonable time period.
- If either party does not resolve this grievance, the parent should then request a meeting with the school administration. School administration will investigate the matter and schedule a meeting within a reasonable time period.
- If a resolution was not reached at the three meetings, the parent may request a meeting with the Board, who will investigate the matter, and arrange a meeting within a reasonable time period. Current contact information for Board members will be listed on the school webpage.

6. Extracurricular activities (athletics, publications and organizations)

A. Describe the program of extracurricular activities planned for the charter school. Note: Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

As an integral part of the academic program, students will also be offered access to clubs and special events (e.g., virtual talent shows, virtual art galleries, cards for hospitalized children) through which they can explore interests beyond the classroom, develop leadership skills, and make friends within their program. The school's planned service learning projects will provide students the opportunity to collaborate with peers to advance their community.

If a student would like to participate in the extracurricular activities offered by his/her district of residence, the district must provide the student an opportunity to participate. This means that if the district holds tryouts for the team, it must allow cyber charter school students the same opportunity to try out for the team. If approved, the Board will create relationships in the form of Memoranda of Understanding with local school districts to ensure adherence to Section 1719-A (14), which states:

"Notwithstanding any provision to the contrary, no school district of residence shall prohibit a student of a charter school from participating in any extracurricular activity of that school district of residence: Provided, that the student is able to fulfill all of the requirements of participation in such activity and the charter school does not provide the same extracurricular activity."

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular

activities within the school district.

The Board has budgeted to provide some financial support to students who wish to participate in activities beyond what Virtual Preparatory Academy of Pennsylvania offers to currently enrolled students including activities such as, but not limited to, sports, theater, music, or clubs not currently offered to students. The Board will set a budget for these funds each year. The students must be in good standing from a participation perspective to qualify and must apply to have their activity approved in advance. The Principal and/or designee will review each application and determine the amount to contribute to the student's activity in accordance with any Board-adopted policy or guidance. The Principal will report annually to the Board on how the money was spent (for example: how many students participated, what types of activities did they participate in, feedback from students, and actual amount spent).

Virtual Preparatory Academy of Pennsylvania will also work with local school districts to promote the district's extracurricular activities to its students. The School will pay the reasonable incremental costs incurred by these resident districts if students do participate in order to encourage expansion of the students' community.

7. Technology Support

A. Describe how your cyber charter school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means.

Using Technology to Provide Curriculum and Instruction

The School Board believes in offering students and teachers the best online learning courses and instructional tools available today. The AMP system integrates rigorous courses with a powerful Learning Management System (LMS- Canvas) and Student Information System (SIS- PowerSchool) to create the ACCEL Management Platform (AMP) for Education providing students, parents, teachers and administrators with a single sign-on, consistent user experience. The AMP system allows teacher to truly personalize learning and allows school administrators to operate an efficient online school centered on data. The LMS integrates key functions and services that are critical to maximizing the academic experience and performance of enrolled students for both the education program and school operations.

Virtual Preparatory Academy of Pennsylvania will have personalized access to the LMS through the creation of a branded registration page, login page, and menu bar. The LMS allows teachers, students and parents to:

- View daily, weekly, and monthly schedules at a glance;
- Access all lessons and course assignments;
- Monitor progress through access to the grade book

- Receive alerts and communicate through secure messages and access to Big Blue Button communications platform;
- Communicate with teachers and other students and families via message boards; and
- Provide written feedback about specific lessons and overall learning experiences.

The LMS will allow parents, counselors, teachers, Learning Coaches, and students to work cohesively in a safe and supportive environment. The system will allow teachers and students to interact with one another synchronously in a cyber classroom using the webinar platform, Big Blue Button. The Big Blue Button webinar software is used for synchronous collaboration between teacher and students and among students. When working on a project, students can go to the teacher's virtual office and work together on a project. They have use of a whiteboard, typed chat, voice chat and webcams to do this. Documents can be file transferred while in an online session and the moderator can share his/her desktop to show, in real-time, how to accomplish a task. If the student is given moderator rights, the student will be able to share his/her desktop or application with other students. Multiple students can all edit a document at the same time and can all view the changes simultaneously, if given permission to do so. We think this functionality will be most useful for the service learning projects as well. Additionally, if a teacher is holding a whole-class meeting in his/her virtual office, he/she can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.

Teachers will use the tools regularly to convene groups of students together to focus on particular learning topics and may also use sessions for independent student work groups to collaborate on activities, via chat, electronic boards, and shared web research. In addition, teachers will collaborate synchronously with students and Learning Coaches through phone calls to discuss the learning plans. Threaded discussions on course-based message boards are also used as appropriate by grade level to provide opportunities for collaboration and interaction among students.

Along with the use of LMS sessions, Teacher tutorials will dramatically increase the effectiveness of the instructional model. Tutorials are highly interactive asynchronous which are incorporated into most lessons and provide students a dynamic, fun and engaging way to learn the concepts they need to complete the lesson. They incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons. Given the balance of modes and media for learning at Virtual Preparatory Academy of Pennsylvania, actual time spent working online for students will vary according to each student's developmental level, learning needs, and learning styles.

Improving Student Achievement through Technology

In addition, at both the section and individual student levels, the assessment performance reports can be generated displaying not only the essential skills and standards for a course, but also exactly where in the curriculum each of these is assessed. The assessments and reporting will provide real-time student performance on each of the essential skills and standards based upon individual assessment items which measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model;

- Identifies essential skills and standards by subject/grade level;
- Identifies how and where these essential skills and standards are assessed within the program;
- Provides a system of support/response to Intervention and Instruction;
- Provides access to and analysis of real-time data to determine mastery/proficiency;
- Incorporates data-driven decisions throughout instruction;
- Maximizes use of the instructional support programs, resources, and data;
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and
- Identifies students' response to the implemented interventions.

Students who are working below grade level based on formative and summative assessment results will also benefit from research-based intervention programs focusing on building proficiency in reading and math skills. Parents will be notified if their students qualify for these programs, and their cooperation will be secured for a series of intensive sessions with the student and his or her teacher focusing on areas needing improvement. The student will continue in the regular curriculum while receiving intervention, but the sessions will allow for focused remediation on topics likely to be problematic on the next mandated assessment.

Teachers will also implement a systematic approach to instruction, ensuring that all students receive the necessary level of support via technology throughout the cyber learning process. Beginning with identified essential skills and standards based on the Pennsylvania Core Standards, teachers will be able to easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

Systems of Supports/Response to Intervention and Instruction

Timely intervention is critical, and schools must implement an instructional model that is designed to address both academics and behavior through a systematic problem-solving approach. Virtual Preparatory Academy of Pennsylvania's instructional model will aim to help all students meet with continuous academic and behavioral success. Virtual Preparatory Academy of Pennsylvania will use a wide range of evidence-based instructional strategies and resources for all students with fluid movement between the support tiers and levels. Teachers will increase the frequency and intensity of the intervention, or instructional support, based on students' responsiveness and learning/behavioral needs.

Through the use of early identification and implementation of research-based strategies and tools, Virtual Preparatory Academy will reduce the number of students who are at risk for learning and behavioral challenges. Data provided via the LMS will be used by all teaching staff throughout the school year to implement a structured system of instructional supports. These supports will include curriculum that is based on state and national standards, a high quality core instructional program, use of universal screeners, data-based decisions, tiered supports and services, involvement and engagement of Learning Coaches, and ongoing professional learning for staff. Students who are struggling with the evidence-based and standards-aligned core curriculum will be identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be monitored closely. For students demonstrating a more intensive needs, a tiered approach will allow for more instructional support and increased progress monitoring. All efforts will be made to meet each student's needs within the general education program.

B. Describe how you will improve student achievement through effective uses of technology.

The gap in achievement between students from different socioeconomic and racial/ethnic backgrounds is one of the most persistent challenges facing educators, a challenge that has become increasingly imperative for schools to conquer as they struggle to meet the goals stipulated by ESSA. The use of multi-tiered systems of support, as described in previous sections, will be used to meet student academic, social-emotional, and behavioral needs.

This model will be applied through the following methods:

- **Screening:** Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course we never use one data point – and it does not apply to certain populations such as students with IEPs or ELL).
- **Progress Monitoring:** Virtual Preparatory Academy of Pennsylvania will use iReady to progress monitor students against national standards quarterly. In addition, teachers will use Mastery Connect to monitor progress on specific strands via curriculum based measures (weekly is the goal). Students with IEPs have goals and objectives with skills that are directly linked to state standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.
 - For students who are making progress, we consider them “responding to the intervention”. These are school-wide supports.
 - For students not responding to the school-wide supports, we move to the next level.
- **Intervention:**
 - The first level of secondary support would be to use the progress monitoring and achievement data to identify students at risk (this is the same process the school will go through to identify target groups for Title 1).
 - Group interventions are usually done for a period of weeks and the students re-assessed. Student responding to this intervention are either continued or removed from the intervention, depending on progress.

C. Describe the technical support that will be provided to students and parents.

The School’s contracted full-time technical support staff (Accel) will operate a help desk from 8 AM – 5 PM EST, Monday thru Friday during the school year. They will be available to answer questions by email, phone or online chat for students and staff. The automated online ticketing system will track student and staff technical issues and ensure they are responded to promptly.

The technical staff is trained to communicate technical issues in non-technical terms working with students or their parents/guardians to get the student back on track for learning.

In addition, students and parents/guardians will have 24/7 access to an Online Help System including FAQs and alerts/notifications. Topics addressed include:

- Using the AMP learning platform
- Troubleshooting problems with the provided computer or personal computer

- Distribution or reclamation of computers
- Using computer software

D. Describe the policy for ensuring the privacy and security measures that will guarantee the confidentiality of data gathered online.

Security Measures for Confidentiality of Data

The Acceptable Use policy for Virtual Preparatory Academy of Pennsylvania is provided in **Appendix C**.

The LMS contains several unique and efficient mechanisms for families and schools to communicate with one another. Since the LMS is a closed system, no communication can be made to or from anybody outside of the system. Parents or legal guardians can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, parents can go to the directory to adjust their student's permissions at any time.

The LMS maintains a complex system of roles, permissions, and locations to control access to data and files. For example, a user has the teacher "role" in his or her school "location" and therefore is only able to access information about students in his or her school but is not able to access information about students in other schools. Likewise, a Principal (role) of a school (location) is only able to access information about students and teachers in his or her school and cannot access information about other locations.

Access to data is controlled by "role" also. In order to perform a particular job, a user has the necessary role(s) that will facilitate doing his or her job. For example, the enrollment staff is able to view, enter, and report on data about students for facilitating the enrollment process. Teachers can view, enter, and report on data to facilitate the learning process.

Data Center

The LMS servers are hosted in an enterprise-class tier 3 data center. This facility is secured and access to the site is strictly controlled by select administrators. All Internet communications to and from the LMS servers are encrypted. Regular vulnerability scans and a rigorous patching process are in place to identify and address vulnerabilities in a timely fashion. StrongMind and Accelerate also provide industry standard equipment (e.g., firewalls, intrusion prevention systems), and services to further limit attack vectors.

Network and Systems Operations

The LMS's multi-layer network employs a modular, scalable design that provides multiple levels of security, redundancy, and fail-over. The network is built on a platform of redundant routers, firewalls, switches, and redundant content and load-balancing solutions. This design enables StrongMind and Accelerate to maintain a high availability network infrastructure while minimizing downtime.

Security Management

StrongMind and Accelerate have invested significantly in a variety of infrastructure security measures to ensure the safest network transmissions of confidential and sensitive communications and to avoid service disruptions resulting from the accidental or intentional actions of external parties.

Data Backup

To ensure that valuable data is available when needed, StrongMind and Accelerate Education have built a quality infrastructure that affordably protects school websites and content.

Site Monitoring & Site Security

Security services provide a complete end-to-end information assurance, and vulnerability detection solution. Staff members monitor the web-hosting environment 24/7/365. In the event that a Website is not meeting the appropriate operating and performance criteria, alerts are sent automatically to the staff and engineering teams to resolve the issue as soon as possible. Site Monitoring includes:

- Monitor HTTP Service & SSL for HTTP service for availability and response times
- Perform Server PINGs
- Monitor Server URLs for availability, content and response times
- Display current status of all monitored components on a user-authenticated site
- Automatically alert notification if established thresholds are exceeded
- Monitor server CPU Utilization, disk space, memory, services and bandwidth
- Execute SQL queries to ensure database are functioning properly
- Infrastructure Security Components
- Ensure high availability firewalls through a high level of network access and information availability, as well as integrity and privacy with the redundant structure that supports synchronization and automatic failover
- Operate a corporate VPN to create efficient trust relationships for both site-to-site and desktop to host operations.

Fault Tolerance and Redundancy

The LMS has fault tolerance and redundancy built into it at every level. If any one component in the LMS fails, its load is immediately picked up by other components and service is not interrupted. The power system has redundant generators and Internet connections. Multiple systems monitor all components of the LMS, including hardware and software, 24/7/365. Alerts are sent immediately whenever an issue is detected, from a bug in the software or a course to a server failure, and StrongMind and Accelerate Education's technology staff responds to every alert with immediate and appropriate action. Regular system releases occur regularly and hotfixes when necessary can be applied any time. Operating system, firmware, and service patches are applied to all systems on an ongoing, scheduled basis with patches typically being applied to production systems after a testing period in other environments. From a user perspective, such as students, Learning Coaches, and teachers, should a power outage occur due to inclement weather, The LMS data and features will remain undamaged. Grade books, schedules, course completion data, and other elements will continue to remain updated and will be available when the user regains power and logs back into the system.

E. Describe the methods to ensure authenticity of student work and the proctoring of exams.

Authenticity of Student Work

Virtual Preparatory Academy of Pennsylvania will use a program such as Turnitin, an online plagiarism prevention tool, to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students will be required to run their essays and other authentic assessment documents through Turnitin before submitting these assignments to the teacher and attach the Turnitin report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

Proctoring Exams and Test Security

Virtual Preparatory Academy of Pennsylvania students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. The School acknowledges that Section 1744-A (2) encourages cyber schools and school districts to work cooperatively to accommodate students' needs in mandated testing. If needed, and where applicable, Virtual Preparatory Academy of Pennsylvania will work with an intermediate unit or a school district to request reasonable access to facilities for the administration of standardized tests.

The variety of assessment forms also promotes security. A student's work will begin with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Short-cycle and benchmark assessments will be use throughout the school to provide the teacher feedback on student progress. If a teacher suspects a student of cheating, they have the flexibility to administer a second exam to verify student mastery. Teachers will be specially trained in telephone and email message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior will be confronted immediately and subjected to standard disciplinary action. All students will be required to sign an Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code will serve to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

F. Describe equipment such as hardware, software and Internet to be provided to students.

Hardware, Software, and Internet Subsidies

Below are the proposed specifications for student computer devices and other supporting technology. When Virtual Preparatory Academy of Pennsylvania opens in 2021, the makes/models may vary but each unit will have comparable performance specifications.

Families will receive the following:

- One laptop computer per student in grades K–12
 - Hardware
 - HP model laptop
 - Intel i3-series processor

- 15.6-inch LCD LED display w/ integrated webcam
- 4 GB 1600MHz DDR3 (1 DIMM)
- 1 TB Hard drive
- 24X DVD/CDRW (fixed)
- 10/100/1000 NIC
- Broadcom® 802.11 a/b/g/n Wireless
- Bluetooth 4.0®
- 3 USB 2.0
- Headphone/line out
- External USB Dial-Up Modem provided as necessary

- Software
 - Microsoft Windows 10 Professional
 - Microsoft Office
 - Ad-Aware SE Anti-spyware protection
 - Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
 - Internet filtering software is available upon request

- Extras
 - Headset/Microphone combo
 - Unlimited Technical Support

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.
- Subsidy for Student Technology Support Stipend: Each household receives a stipend paid three times a year to assist with the cost of Internet service and printer ink.

II. NEEDS ASSESSMENT

1. Statement of Need

a. Why is there a need for this type of school?

Cyber schools started in the U.S. in the mid-1990s with the widespread use of the Internet. In Pennsylvania, after the charter school law was passed in 1997, the first cyber charter opened its virtual doors in 2000. Enrollment in cyber charters has increased every year from 582 students in the 2000-01 school year to over 35,000 students in the 2019-20 school year. This fall, current cyber charter schools have closed enrollment as Pennsylvania parents seek these options.

In the current 2020 Fall semester, a majority of school districts in the Commonwealth are attempting to offer part-time and full-time online learning options for their students. As we saw in the Spring of 2020, the transition was difficult and often schools and teachers struggled to provide a comprehensive education to their students despite their best efforts. Unfortunately, teachers had to construct their own lessons because they had no Learning Management System (LMS) to use for content and teachers had no experience or training on using web-based teaching platforms. Most of these platforms were designed for adult communications rather than for teachers and K-12 students. Additionally, instruction has been focused on live synchronous instruction rather than a balance of synchronous and asynchronous. Schools did the best they could given the circumstances, but parents now have a better understanding of virtual instruction and will demand quality instruction, applicable technologies, and organizational management for future online delivery.

In the Fall of 2021, many parents will continue to seek a quality cyber school option. Some parents will seek this option for the scheduling or pacing flexibility that it offers their student or family. Many Pennsylvania parents now understand the value they can provide in being active participants in their child's education and will choose to continue. The demand for cyber schools will only increase as a result of this pandemic and all schools will need a full-time online learning option going forward.

With the unique offerings of flexible pacing and Service Learning enrichment, Virtual Preparatory Academy of Pennsylvania will provide Commonwealth students with an additional quality educational option that is not currently available. All schools in the state will benefit from the best practices in remote learning that will be employed at Virtual Preparatory Academy of Pennsylvania.

b. Explain why the cyber charter school model is an appropriate vehicle to address this need.

Our target student profile is not limited to any particular demographic, however, student demographics are expected to be consistent with the racial and ethnic demographics observed in the data from

throughout the state. Instead, the Virtual Preparatory Academy of Pennsylvania is designed and organized to serve students and families who have chosen an online classroom setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Students of all ability levels seeking additional academic and learning opportunities.
- Family relationships, personal beliefs and values, and families who prefer to home school.
- Scheduling (i.e. sports, drama, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs
- Students who wish to excel in the area of sports and related sport-oriented businesses

In education, one size does not fit all, and the School is dedicated to providing students and families with an online learning environment that can meet individual students’ unique needs. The goal is to create a school that enables all of its students to becoming self-motivated, competent, lifelong learners. Virtual Preparatory Academy of Pennsylvania provides a rich, rigor-filled, technology-focused, tuition-free public education, with accelerated pacing towards completion of a high school diploma with online curriculum content and classes– all day, every day, 24-7.

2. School Demographics

A. *What are the school’s enrollment projections for each of the first five years?*

Number of Student Enrollments by Grade

Year	K—5	6—8	9—12	Total
2021-22	140	180	180 Grade 9-10	500
2022—23	230	350	420 Grade 9-11	1,0000
2023—24	360	525	615 Grade 9-12	1,500
2024—25	480	700	820 Grade 9-12	2,000
2025—26	600	875	1,025 Grade 9-12	2,500

What is the school’s ultimate enrollment goal?

Virtual Preparatory Academy is looking to grow to an ultimate size of 2,500 students by Year 5- growing by an estimated 500 students each year. In years six and beyond, the school would keep overall enrollment maximized in this same range of 2,500 students.

For the 2019-20 school year, PDE data shows the average cyber school enrollment of 2,897 students. After five years of operation, Virtual Preparatory Academy of Pennsylvania enrollment would remain below the average, assuming the current cyber charter schools’ enrollment is static. During this pandemic year, we know that current cyber charter school enrollment has grown dramatically.

What grades will be served?

The school will serve students in grades K-10 in the 2021-22 school year, serve grades K-11 in the 2022-2023 school year, and then serve all grades K-12 in the 2023-2024 school year and beyond.

What is the entry age for kindergarten students and the entry age for beginners?

Virtual Preparatory Academy of Pennsylvania will follow the enrollment date established by the student’s district of residence. By and large, the most common enrollment dates districts set for eligibility are that the student must be five years old by either August 1st, September 1st, or October 1st in order to be eligible to enroll.

Effective with the 2020-2021 school year, a child must comply with compulsory attendance requirements from age 6 to age 18. Specifically, a child who has attained the age of 6 on or before September 1 must enroll and attend school or begin a home school program that year.

How many students are expected to be in each grade or grouping?

See the Table above

B. Describe the community or region where the school, particularly the administrative office, will be located.

The school administrative office will be located in the city of Harrisburg. Harrisburg is only 100 miles from Philadelphia and 200 miles from Pittsburgh, providing a centralized location for reaching students statewide.

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

Virtual Preparatory Academy of Pennsylvania will serve students throughout Pennsylvania but the location for the school site was chosen in part because Harrisburg/York is centrally located in the state. Virtual Preparatory Academy of Pennsylvania is interested in partnering with the numerous higher education, non-profit, government, and community organizations in and around Harrisburg. Locating the school in Harrisburg also affords the school the ability to hire from a pool of qualified teachers.

D. Describe any unique demographic characteristics of the student population to be served including primary languages spoken.

In statewide cyber schools, the demographics of the schools typically mirror the demographics of the states. Of the students who attend schools supported by Accel, over 48.3% met the federal Free and Reduced Meals (FARM) guidelines mirroring the national average of 48.1%.⁶¹ In 2014, the Pennsylvania Department of Education reported that 48.1% of its students were eligible for FARM. Enrolled families will include many of modest means as well as single-parent/dual-working-parent households.

The Kids Count Data Center reported 15.4% of students with disabilities in 2013-2014 school year. Students with disabilities generally require special education through their schools, intermediate units or approved

The primary language spoken will be English.

3. District Relations/Evidence of Support

A. Provide evidence that your cyber charter school has the sustainable support to operate.

The success of Virtual Preparatory Academy of Pennsylvania will be founded on its ability to provide its students and parents with a learning environment that meets their individual needs. In this application, the School has demonstrated support sufficient to sustain and maintain the school as an on-going entity. The Board has demonstrated long-term, sustained support for the school by generating a petition signed by 916 Pennsylvania residents, including 275 residents from various regions in the Commonwealth who are parents. These signatures are provided in **Appendix D**.

The Board will prioritize creating and sustaining partnerships with organizations that complement the school's emphasis on Service Learning. For example, the Metropolitan Area Neighborhood Nutrition Alliance (MANNA) in Philadelphia has submitted a letter of support for the school to collaborate with their organization. A pediatric cancer doctor and scientist from the Children's Hospital of Philadelphia has submitted a letter of support. A founding school board member is the brother of the late Alexandria Scott, founder of Alex's Lemonade Stand Foundation. Another founding board member is a retired distinguished military officer. Several letters came from business owners who expressed support for character education as they address workforce issues. Each of these organizations and individuals will contribute to supporting Virtual Preparatory Academy of Pennsylvania students and teachers with engaging and impactful service learning opportunities. Throughout this planning year, the School will continue to secure more partnerships.

B. What efforts have you made to notify the district(s) from which your charter school would draw students?

Virtual Preparatory Academy of Pennsylvania will be a state-wide cyber charter school open to every school age student in Pennsylvania. The Board has generated and posted a letter to superintendents off all school districts in Pennsylvania notifying them of our application. The letter will request the opportunity to partner with the school districts to ensure we best serve the needs of the students from their district who enroll in Virtual Preparatory Academy of Pennsylvania. The letter is included in **Appendix E**.

I. What efforts will be implemented to maintain a collaborative relationship with school districts?

In the letter to superintendents of all 500 school districts, the Board will share its intention to partner with school districts to ensure students from their districts are best served. For example, Virtual Preparatory Academy of Pennsylvania may establish relationships with individual school districts on matters concerning students with special needs and students intending to play sports or engage in extra-curricular activities in their resident district.

II. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other tangible means.

The success of Virtual Preparatory Academy of Pennsylvania and its students is predicated on the support of communities. Support for Virtual Preparatory Academy of Pennsylvania from individual and organizational partners is reflected in the collected support letters which can be provided upon request.

Appendix D includes letters of support from the following people and organizations:

- Mike Doyle, 18th District PA, Congress of the United States – House of Representatives.
- Dr. John Maris, Children’s Hospital of Philadelphia
- JodyAnn McIntosh, Senior Manager of Community Engagement, MANNA
- Moira Kelly, Pennsylvania Parent
- Rachel Shetterly, Woodside Station Boarding Stables
- Susan Dioguardi, Pennsylvania Parent
- Patricia, Bouvy, Pennsylvania Parent
- Ronald Bouvy, Pennsylvania Parent and Business Owner

III. GOVERNANCE

1. Profile of Founding Coalition

- A. Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.***

The Pennsylvania non-profit corporation, Virtual Preparatory Academy of Pennsylvania, is the applicant submitting this charter application to open in September 2021 and will govern the school and will hold the charter. Virtual Preparatory Academy of Pennsylvania is incorporated as an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. As public officials, members of the Virtual Preparatory Academy of Pennsylvania Board of Trustees will be subject to the provisions of the Public Official and Employee Ethics Act, 65 P.S. §1101-1113 (“Ethics Act”) and will file Statements of Financial Interest & Code of Conduct by May 1 each year. In addition, as members of the Board of Trustees they will have legal obligations under the Charter School Law and the Public School Code. The Virtual Preparatory Academy of Pennsylvania Board of Trustees will be a good and effective steward of public money and provide independent governance of the school’s administrators.

Virtual Preparatory Academy of Pennsylvania will be capable, in terms of support and planning, to provide comprehensive learning experiences to all its students as an independent public school operating as a non-profit entity with an established and effective Board of Trustees. As evidenced in this application and appendices, the Board has real and substantial authority over educational decisions, the operations of the school, and staff, including teachers.

The resumes, CVs, or bios for the founding board members are located in **Appendix F**. They include dedicated pioneer cyber school parents who have supported their children through current PA cyber school programs and watched their successful completion of undergraduate programs. They include a former legislator/college professor who is also a distinguished military veteran. Another member is a recent Harvard graduate with a degree in economics who served as the CEO of a student-run corporation with over \$5 million in revenue. This same board member is now working at his family foundation to find a cure for pediatric cancer. Another board member has extensive knowledge in financial advising and will serve as the Board Treasurer. The board chair is a former CEO, cyber school parent, and consultant to new start-up companies. Collectively, these Pennsylvania citizens care about providing the Commonwealth’s children with a high quality, college preparatory public school option.

- B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide information on the manner in which community groups are involved in the charter school planning process.***

Two of the founding Virtual Preparatory Academy of Pennsylvania board members were parents in other cyber charter schools and were familiar with the work by current Accel representatives, who previously worked at or supported their student’s cyber school. After several discussions, these parents agreed that a new high quality public cyber school focused on a college prep was needed. They agreed to serve. The board evaluated the skills needed for future members and each recommended a new member- one with a higher education and legislative background and the other with financial expertise. The fifth board member came from an outreach to a well-known Pennsylvania foundation, Alex’s Lemonade Stand Foundation. With cyber schools serving so many chronic and sometimes terminally ill children, it was a good fit to have Alex’s brother serve on the board.

In the future, we expect the school to establish partnerships with museums, state parks, higher education institutions and business leaders in all areas of the state. Parent and student groups will be an active part of school community and we expect to help initiate those groups immediately upon school launch. Finally, Virtual Preparatory Academy of Pennsylvania will take an active part in contributing to best practices in instruction, teacher professional development, and the operations of cyber charter schools at the state and national level. Teachers, administrators and board members will be encouraged to present at state and national conferences including the PA Coalition of Charter Schools, the Digital Learning Annual Conference, the National Charter School Conference, and other relevant education conferences.

C. Include any plans for further recruitment of founders or organizers of the school.

The Board will recruit additional members as necessary to form a diverse and well-balanced Board. Any member of the greater Pennsylvania community may seek appointment to the Board, with the exception of employees of the Virtual Preparatory Academy of Pennsylvania and Accel Schools or any person who has been convicted of a felony. The Board will aim to have a parent of an enrolled student on the Board once the school is open.

2. Governance

A. Describe the proposed management organization of the school, including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- ***School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year)***
- ***Adopting textbooks***
- ***Appointing or dismissing charter school administrators***

- *Adopting the annual budget*
- *Purchasing or selling of land*
- *Locating new buildings or changing the locations of old ones*
- *Creating or increasing any indebtedness*
- *Adopting courses of study*
- *Designating depositories for school funds*
- *Entering into contracts of any kind where the amount involved exceeds 200*
- *Fixing salaries or compensation of administrators, teachers or other employees of the charter school.*

The Pennsylvania non-profit corporation, Virtual Preparatory Academy of Pennsylvania, is the applicant submitting this charter application and will govern the school and will hold the charter. Documentation confirming the filing for the school's non-profit corporation status is provided in **Appendix G**. The Board of Trustees currently consists of five members, representing parents, higher education, business, and the non-profit community. The Board will employ all staff including the Principal and teachers. In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a School Executive Director/CEO who will be considered the Lead School Administrator. The Principals will report to the School Executive Director/CEO.

The operating structure of Virtual Preparatory Academy of Pennsylvania will be similar to a traditional educational environment, with the Lead School Administrator implementing the policies and procedures of the Board while supervising the teaching staff. The Lead School Administrator will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. The Lead School Administrator will manage the teachers ensuring that each student successfully completes his/her instructional program. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program. In addition, through a Professional Network, the Lead School Administrator will have access to the experience, expertise, and best practices of his/her colleagues leading schools supported by Accel Schools throughout the nation. Curriculum development will be contracted from Accel Schools.

Appendix H shows the anticipated organizational chart for the Virtual Preparatory Academy of Pennsylvania in Year 1 including the contracted service providers Accel and Charter Choices. The draft Services Agreement for Accel is in **Appendix L** and the draft agreement with Charter Choices is in **Appendix R**.

The proposed staffing chart for Years 1 through Year 5 is below. The Board will employ the Lead School Administrator and all employees on the organization chart. The Board will maintain proper independent governance of the school and will have appropriate control over the operations of the school.

Staffing Chart

Position	School Year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Total Enrollment	500	1,000	1,500	2,000	2,500
School CEO (Lead School Administrator)				1	1
Principal (Lead School Administrator)	1	1	1	1	1
Assistant Principal	1	1	2	2	3
Business Manager (Contracted)	1	1	1	1	1
Administrative Assistant	1	2	3	3	3
Registrar	1	1	1	1	1
Testing & Assessment Coordinator		0.5	0.5	0.5	1
Attendance Officer	0.5	1	1	1	1
Director of Special Education	1	1	1	1	1
Manager of Student Support		1	1	1	1
Parent & Student Activities Coordinator	1	1	1	1	1
School Counselors	2	2	3	5	5
Advisors	1	3	3	3	5
Gifted & Talented Coordinator	1	1	1	1	1
Teachers (K-5)	3	5	12	18	30
Teachers (6-12)	10	22	36	52	69
ELL Teachers	1	3	4	6	7
Special Education Teachers	3	6	10	15	20
Student -to -Teacher Ratio	29:1	28:1	24:1	22:1	20:1

B. How will the Board of Trustees be selected?

The By-Laws of the Board of Trustees are provided for reference in **Appendix J**. Trustees will be elected at a duly organized meeting of the Board by a majority of the Trustees in office. Members will take office immediately at the annual meeting, or other meeting, at which they are elected. Vacancies on the Board will be filled by a majority vote of the remaining members of the Board, or by a sole remaining Trustee, and each person so elected will serve for the balance of the unexpired term. Trustees will be divided into three classes, each class consisting of, as nearly as possible, an equal number of members. The members of the first class will hold office for an initial term of one year; the members of the second class for an initial term of two years; and the members of the third class for an initial term of three years. At the close of each annual meeting, the successors to the class of members whose terms expire that year will commence to hold office for a term of three years or until their successors have been identified. In the event of an increase in the number of Board members, the remaining members will assign the newly created position to the appropriate class or classes so that the three classes continue to consist of, as nearly as possible, an equal number of members.

Once the new Board is seated, the Board members will choose officers as per the bylaws. The officers of the Board will be a President, a Treasurer, and a Secretary.

After the initial Board is selected, the Board will also develop a Nominating Committee which will bear the responsibility of recruiting and interviewing prospective Trustees.

C. What steps will be taken to maintain continuity between the founding coalition’s vision and the Board of Trustees?

The current Founding Board intends to transition to the Board of Trustees upon approval of the cyber charter application. Trustees will serve staggered terms ensuring the Board will not have all members terms end simultaneously.

Sustaining the continuity of the vision of the Founding Board requires careful scrutiny of prospective Trustees’ commitment to the school’s mission as well as continually educating Trustees as to the scope of their legal responsibilities such as duty of loyalty, obedience, and faithfulness to the school’s mission. To that end, Virtual Preparatory Academy of Pennsylvania will hold annual Board retreats centered on effective Board development. During the annual retreat, the Board will revisit the mission and vision of the school to assess if the school is on track or if it needs to be updated based on how the school has evolved.

As initial Trustees leave the voting Board, Virtual Preparatory Academy of Pennsylvania may establish an Advisory Board to provide non-binding strategic advice with greater flexibility in structure. The Advisory Board would not have authority to vote on official matters or bear legal fiduciary responsibilities.

In addition, the Virtual Preparatory Academy of Pennsylvania Board of Trustees will actively seek to recruit educators, community stakeholders, and professionals to become members of the Board.

D. Describe the roles and responsibilities of the board.

The roles and responsibilities of the Board include, but are not limited to, the following:

- a. Practice financial management strategies,
- b. Act as fiduciary of the school,
- c. Provide academic program approval,
- d. Establish a framework for the budget process,
- e. Authorize major expenditures, substantial program changes, etc.,
- f. Elect the officers of the corporation and determine their terms,
- g. Ensure that the charter is achieving its vision and mission,
- h. Set Board policy,
- i. Evaluate and monitor the activities and success of the Lead School Administrator and other members of the school leadership team,
- j. Govern the operations of the school but leave daily operations to the Lead School Administrator,

- k. Exercise sound legal and ethical practices and policies,
- l. Manage liabilities wisely,
- m. Advocate good external relations with the community, school districts, media, neighbors, parents, and students,
- n. Hire and evaluate the Lead School Administrator annually,
- o. Hire contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements,
- p. Review and renew the contract with the cyber educational services provider,
- q. Comply with state and federal reporting requirements,
- r. Practice strategic planning,
- s. Ensure adequate resources and manage them effectively,
- t. Assess the organization's performance including monitoring achievement of accountability framework,
- u. Attend mandatory training annually that is relevant to effective leadership of the charter school,
- v. Protect the legal interests of the charter school and adhere to all applicable laws,
- w. Develop and prepare the school budget,
- x. Practice financial management strategies,
 - Act as tribunal for disciplinary hearings,
- y. Approve real estate transactions, and
- z. Negotiate and enter into a charter with PDE.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

Virtual Preparatory Academy of Pennsylvania will take the following steps to facilitate a productive relationship between administrators and teachers

- Ongoing job embedded training
- Weekly meetings
- Regular scheduled and unscheduled check-ins
- Training
- Open Communication
- Evaluations

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

Parents and students will provide leadership and input in school decision-making where appropriate. The Board will meet approximately eight times per year in open, public session to

ensure transparency in operation.

Parents actively participate in the school and with the Board. The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents will also be encouraged to be involved with the Board's activities. The schedule and agenda for all Board meetings will be posted to the school website. The Virtual Preparatory Academy of Pennsylvania will make all Board minutes available to families on request and will report on Board activities in the newsletter. The Board will aim to have at least one member of the Board be the parent of an enrolled student. The Board will also have a public comment policy to support parent interaction.

G. *Submit copies of the school's Articles of Incorporation, by-laws and contracts, and other documents required by applicable law. Requirements for the bylaws are as follows:*

- ***The bylaws must contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.***
- ***No board member shall, as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.***
- ***A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.***
- ***Procedures for dismissal of an employee must be contained in the by-laws.***

The by-laws for the Board of Trustees which outline the number of members, length of terms, offices, committees, grounds for removal, and relationship with school administration are provided in **Appendix J**. Upon approval of the charter, the by-laws will be reviewed for adoption by the Board.

The school's Articles of Incorporation are included in **Appendix K**.

H. *Submit board members' names, addresses, phone numbers and resumes.*

The Board of Trustee's roster and contact information is in **Appendix F**.

I. Submit copies of the school's management contracts, if any.

The Services Agreement with Accel Online Pennsylvania, Inc. is provided in **Appendix L**.

III. FINANCE AND FACILITY

1. Financing:

- A. *Develop a preliminary startup and operating budget. Use the [Pennsylvania Department of Education budget templates](#); draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.***

The preliminary startup and operating budget using the PDE template is provided in **Appendix M**. It is carefully aligned to the mission of the school and demonstrates a school with sound financial planning. A detailed narrative regarding the budget is also provided in **Appendix M**, along with the Accel Schools Fee Schedule.

Start-up expenses, such as facility and administrative staff, have been budgeted. The Board of Trustees will seek a start-up loan or charter school grants to cover the start-up costs.

- B. *Develop a purchasing procedure that addresses a competitive way to purchase goods and services.***

The Virtual Preparatory Academy of Pennsylvania has developed a Purchases Subject to Bid Policy and it is included in **Appendix O**.

- C. *What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?***

The Virtual Preparatory Academy of Pennsylvania Board of Trustees does not anticipate the need to rely on fund raising to supplement the per pupil allocations.

- D. *Describe the implementation of the following required financial procedures:***

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- ***United States Treasury bills.***
- ***Short-term obligations of the United States Government or its agencies or instrumentalities.***
- ***Deposits in savings accounts or time deposits or share account of institutions insured by***

the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

- *Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.*
- *Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.*
- *The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to 24 P.S. §4-437, the accounts of the cyber charter school treasurer shall be audited annually.*

Financial Oversight

The Board of Trustees is responsible for the oversight and approval of school financial policies and procedures and possesses the necessary experience and financial expertise to fulfill its financial oversight duties. The Board has a contract with Charter Choices, a Pennsylvania-based company with experience working with charter schools since 1997. Charter Choices will provide contracted Business Manager services, district billing services, state and federal grant reporting, tax reporting, internal controls and Accel invoice review. The Board's agreement with Charter Choices is provided in **Appendix R**.

The Board will ensure that Virtual Preparatory Academy of Pennsylvania will establish systems and controls that will result in the timely completion of financial reporting as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the PDE.

Once the charter is approved and the Board finalizes the Services Agreement (**Appendix L**), the Board will also be responsible for managing the contractual relationship with Accel.

Depositing Funds

The Treasurer of the Board will deposit funds belonging to the school in a depository account approved by the Board. Reconciliation of this account will be performed monthly and transactions will be reviewed to ensure funds have been deposited in a manner consistent with the policies of the school. The school will maintain its accounts at a federally insured banking institution within the state in compliance with applicable state laws.

Investing Funds

Based upon the cash balances of the school, the Board may invest school funds in a savings account at a federally insured banking institution. The Board will ensure that any investment of school funds will be maintained in an authorized account.

The Board will invest charter school funds subject to the standards set forth in 24 PS 4-440.1 of the Pennsylvania School Code. Example investments include:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Financial Processes

The Virtual Preparatory Academy of Pennsylvania will follow a financial and accounting plan that is compliant with generally accepted accounting principles (GAAP) and will provide an accurate accounting of all of its finances, ensure sufficient information for audit purposes, and provide data in the format needed for accurate and timely reporting.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. Developing the annual budget will be an iterative process incorporating input from key stakeholders, including the Lead School Administrator, Business Manager, and designated members of the Board. A preliminary budget based on initial assumptions will be presented to the Board and will be approved by the Board before the start of the school year. This budget will then be compared to the actual and forecasted results on a monthly basis.

The Business Manager will perform the following duties:

- Monitor and track all school-based assets
- Manage the school budget and oversee any work performed by Accel relating to the budget
- Oversee pupil accounting functions including District billing

The Virtual Preparatory Academy of Pennsylvania will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed

expenditures will be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.

The Virtual Preparatory Academy of Pennsylvania will use industry-standard accounting software to ensure proper bookkeeping. The school will maintain detailed accounting records consistent with the accounting and financial reporting manuals prescribed by PDE.

Financial Reporting

Each month, Virtual Preparatory Academy of Pennsylvania will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer of the Board will be provided with access to such financial documents for review as an increased measure of oversight and governance. The Business Manager will review monthly financial statements and support effective decision-making.

During the Board’s regularly scheduled meetings, a financial report will be presented that will include the current results of the school’s financial activities along with a comparison of projected annual costs and the annual approved budget. Budget variances and matters of financial significance will be discussed with the Board and necessary actions and Board approvals will be taken.

Annual Report

The Treasurer will settle the accounts annually with the Board for each school year. Pursuant to 24 P.S. §4-437, Virtual Preparatory Academy of Pennsylvania’s accounts will be audited annually. Charter Choices will work with the school to support the preparation of audit work papers for the fiscal year end and work with auditors to complete the audit engagement.

Once the School's charter is approved and prior to the end of the first fiscal year, the Board will enter into a contract with an independent Certified Public Accounting firm chosen by the Board to conduct an audit of its annual financial statements. The annual financial report (PDE-2057) will be completed and filed with the PDE by October 31, beginning with October 31 after the first year of operations. The audit will be conducted in accordance with Governmental Accounting Standards and will meet the specific compliance requirements set forth by Pennsylvania.

2. Facility

- A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.***

Virtual Preparatory Academy of Pennsylvania will lease permanent space for administrative staff located at 1800 Linglestown Road, Harrisburg to serve as the main site where administrative and teaching staff will work. Student records will be maintained at this location. The site will be available

for PDE staff to visit when the school is in operation and interacting with students.

The initial physical facility will need to be flexible for growth and future needs. The site will include at least one conference room with doors for use in IEP conferences and other special education related activities. To the extent that the site will be used for student support, the site will be used only for testing, tutoring, and supplemental services related to special education.

As the school grows, the Board may explore additional satellite facilities throughout the state. The Virtual Preparatory Academy of Pennsylvania understands that facilities will be for auxiliary services and not to act as brick-and-mortar schools. Students will be at physical locations only for the time needed to participate in these services and activities. As suggested in the Basic Education Circular from 2013 and revised in 2015, VPAP will utilize satellite sites for standardized and/or other testing, tutoring, and/or supplemental services such as special education services.

The office building is owned by Louis and Gary DeSanto of DeSanto Realty Group. **Appendix N** includes the current lease proposal and a facility layout.

B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

The site for the school’s administrative offices is identified in proposed Letter of Intent to Lease in **Appendix N**. This building will include administrative offices and infrastructure for school operations. The site will be compliant with the necessary building and zoning codes as well as accessible to individuals — including staff, parents and students — with disabilities.

Heating, ventilating, lighting, and water will be supplied to the premises by the landlord as part of the lease agreement. Janitorial services may be provided by the landlord or the School will need to contract for services to maintain a clean environment within the premises (as stated herein).

The site will meet all local minimum Americans with Disabilities Act (ADA) standards. It will include at least one conference room with doors for use in IEP conferences and other special education related activities. The facilities will comply with all applicable state and local health and safety requirements. Virtual Preparatory Academy of Pennsylvania will follow applicable city planning review procedures.

Virtual Preparatory Academy of Pennsylvania wants to make clear that any school sites will be for auxiliary services and not primary locations as brick-and-mortar schools. The Board is aware and will follow the Basic Education Circular (BEC), “Cyber Charter School Operations and Proper Use of Physical Facilities” issued July 2013.⁶⁴ As is required by the BEC, Virtual Preparatory Academy of Pennsylvania will be able to function and provide all curriculum and instruction to all of its students without the need for students to attend any physical facility. Virtual Preparatory Academy of Pennsylvania will only use its physical facility as an administrative office providing no more than supplemental services to students.

Virtual Preparatory Academy of Pennsylvania will provide equitable access to services for all enrolled students.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

The lease for the site will provide for necessary repairs and for janitorial service.

In the event the lease for the site does not provide janitorial services, the School will source and contract with a reputable janitorial service for its cleaning needs. To the extent that the landlords are not required in the lease to maintain the equipment in the premises (e.g., HVAC), the School will source and contract with reputable contractors and enter into service agreements.

The selected facility will have a full service management group under contract by the landlord to handle maintenance, repairs, and necessary improvements to the space. If the chosen facility does not have a management team then the School will contract with a reputable management company to maintain the property on an extended basis throughout the lease term.

Virtual Preparatory Academy of Pennsylvania will take the necessary steps to secure the Certificate of Occupancy (CO) for the site. Depending on local protocols, the CO may be for the entire facility inclusive of the site.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

The school's cyber education model requires only leased office space as the school's administrative office. This significantly reduces financial risks associated with large debt obligations that are often assumed by traditional schools.

E. Describe facility financing plans.

With the anticipation of utilizing leased facilities, the Board does not intend to secure any long-term debt to finance the purchase of a school facility.

The build-out will be for an office environment suitable for optimizing site operations. The landlord will provide a turn-key solution with standard building finishes. We anticipate capital outlay to occupy the leased space to be fairly minimal and limited to furniture and equipment, not Leasehold Improvements.

3. Liability and Insurance

A. Describe the proposed cyber charter school's insurance coverage plans, including health,

general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer's liability coverage (see Section 1727-A of the charter school legislation).

Health Insurance Benefits

Per charter school law, the Virtual Preparatory Academy of Pennsylvania will offer a health care benefit package similar to that of an aggregate of local school districts. The comprehensive package will include a choice of major medical plans, vision coverage, dental coverage, life and disability insurance, as well as paid sick leave.

Quotes for health insurance and other benefits are included in **Appendix P**.

Insurance Coverage

The school will have a comprehensive insurance program in place as dictated by applicable laws and the approved charter. The insurance program will include, but is not limited to Commercial General Liability, Sexual Abuse and Molestation, Educator's Legal Liability, Employment Practices, Liability, Crime (Employee Dishonesty), Property, Automobile, Workers Compensation, and Directors & Officers Liability. The policies will cover the school's operations, extracurricular activities, and volunteer activities.

4. Child Accounting

A. Describe the proposed cyber charter school's enrollment and attendance procedures.

Equal Opportunity Student Recruitment Plan - Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will begin in March for the school year starting in September.

Through its recruitment/marketing and application guidance activities, Virtual Preparatory Academy of Pennsylvania will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. The School will also provide tools (such as contact with other parents, with permission, and contact with an enrollment advisor, if desired) to help parents decide whether Virtual Preparatory Academy of Pennsylvania is truly the right fit for their children and themselves.

As stated previously, the Virtual Preparatory Academy of Pennsylvania will contract with Accel to implement and conduct the enrollment process on behalf of School, under the oversight of the Board and in accordance with placement and withdrawal policies and procedures adopted by the Board and reviewed by Board Counsel, which are consistent with local, state, and federal law. The enrollment policies will be reviewed by Board Counsel and approved by the Board as part of the overall school handbook.

Accel provides student enrollment and placement support, as well as enrollment processing, set up, and support in compliance with local, state, and Federal law, and acts acting as School's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through the AMP System.

Families may commence the enrollment process online using the AMP system or by calling a toll-free number for assistance. AMP is available to students and their families, and to other authorized users according to their permissions, 24/7/365.

A detailed description of the Enrollment Procedures was provided previously in this application.

Enrollment and Withdrawal Reports

The Virtual Preparatory Academy of Pennsylvania will follow Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, the School and the parent or guardian, will notify the student's school district of residence of the enrollment through the use of the notification form developed by the PDE.

If the student's school district receiving the notification determines that the student is not a resident of the school district:

- Within seven days, the school district will notify the Virtual Preparatory Academy of Pennsylvania and PDE that the student is not a resident and provide the basis for the determination.
- Within seven days of receiving the school district notice of non-residency, Virtual Preparatory Academy of Pennsylvania will provide a response to both the school district and the PDE.
 - o If Virtual Preparatory Academy of Pennsylvania agrees that the student is not a resident of the school district, it will determine the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.
 - o If Virtual Preparatory Academy reconfirms that the student is a resident of the school district, it will indicate so in the response. The school district may then appeal to the PDE for a final decision.

If a student becomes ineligible or leaves the school, the Virtual Preparatory Academy of Pennsylvania will ensure all appropriate paperwork is submitted and/or forwarded to the new school and the AMP system will be updated. As per Section 1748-A of Charter School Law, Virtual Preparatory Academy of Pennsylvania and the parent or guardian, will provide written notification to the school district of residence using the Charter School Notification form within 15 days following the withdrawal of a student. The Charter School Notification form includes the student's name, last known address, and withdrawal date.

Attendance Procedures

Students in a cyber school program must meet all regulatory requirements for attending public schools. Attendance will be tracked and reported through the AMP system. Parents or guardians will ensure that students meet their school's attendance requirements and that the student's attendance is properly documented within the AMP system.

While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements.

Attendance recorded by the parent or guardian and verified by teachers will ensure the School is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year. If a teacher has concerns about the validity of a student's attendance records, he or she may revise the student's recorded hours of attendance based on work completion rates and/or contact the school's Attendance Officer for further assistance. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by state regulations. The school administration will monitor and review attendance records on a weekly basis.

These expectations and procedures for attendance will be documented in the School Handbook, alongside the state requirements for weekly and annual hours of instruction. Parents must agree to the policies in the Handbook when completing enrollment. Attendance procedures will be addressed in trainings for all stakeholders (Learning Coaches, students, teachers, and administrators). If a student accrues too many unexcused absences, the School will follow state law in reporting non-attendance and truancy.

Unexcused Absences

The Virtual Preparatory Academy has created a draft policy in Appendix O to address unexcused absences and truancy. Key elements are mentioned below:

All absences shall be treated as unexcused until the Charter School receives a written excuse explaining the reason for an absence. Parents/guardians may submit excuses as follows:

1. Written note signed by a parent/guardian; or
2. Email from a parent/guardian's email account as designated by the parent/guardian.

The mere fact that a parent/guardian has written an excuse note does not mean the absence is excused.

Excused Absences

In addition to attendance via the online learning portal, which requires that a student log-on to be considered "present," a student will be considered in attendance if present at any place while school is in session, if receiving approved tutorial instruction, or health or therapeutic services; an approved and properly supervised independent study, work-study, career education; or the student is receiving approved homebound instruction.

A student absence is considered excused under the following circumstances:

- 1) When the student is prevented from attendance for mental, physical, or other urgent reasons such as:
 - Illness
 - Family Emergency
 - Death of a Family Member

- Medical or Dental Appointments
- Authorized School Activities
- Educational Travel with Prior Approval
- Pre-approved religious instruction (limit 36 hours per year)
- Bona Fide Religious Holiday
- For purposes of receiving tutorial instruction in a field not offered in the school's curricula, when the excusal does not interfere with the student's regular program of studies, the qualifications of the tutor or instructor are satisfactory to the Chief Executive Officer or designee, and permission for such excusal is sought in writing by the parent/guardian of the child in advance of the commencement of such tutoring

2. When the student is required to leave school for the purposes of attending court hearings related to their involvement with the county children and youth agency or juvenile probation office.

3. If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.

4. If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or designee.

5. For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.

6. If a student whose parent or legal guardian has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with regard to school attendance, tests and extra-curricular or cocurricular activities, at the discretion of the Chief Executive Officer or designee, no penalties shall be imposed for absences of up to five (5) days. Teachers shall assist students in making up work caused by such absences.

Ten Consecutive Absences

Students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the absences are excused or the school is pursuing compulsory attendance prosecution. The Charter School will notify the school district of residence both after three (3) days of excused absence and ten (10) days of unexcused absence.

Procedures for Unexcused Absences

Parents/guardians and students shall submit the required excuse documentation within three (3) school days of the absence. If written verification of the reason for absence is not received within three (3) school days of the absence, the absence will be counted towards the calculation of unexcused absences for purposes of reporting truancy. The absence may be reclassified if a valid excuse note is forthcoming within ten (10) school days from the date of the absence. A maximum of ten days of cumulative excused absences for illness verified by parental/guardian notification may be permitted during a school year. All absences for illness beyond ten cumulative school days shall require an excuse from a physician familiar with the student who may not be the student's parent/guardian.

Third Unexcused Absence

Within ten (10) school days of a child of compulsory school age's third unexcused absence, the Attendance Officer shall send an Official Notice of Truancy, which will include a description of the consequences if the child becomes habitually truant. This notice may include the offer of a school attendance improvement conference, and shall be in the mode and language of communication preferred by the person in parental relation to the child.

When transmitted to a person who is not the biological or adoptive parent, such notice shall also be provided to the child's biological or adoptive parent if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

Continued Absenteeism

If a child of compulsory school age continues to incur unexcused absences after the issuance of the Official Notice of Truancy, the school shall then schedule a school attendance improvement conference, unless a conference was previously held following the Official Notice of Truancy. The following shall apply with respect to a school attendance improvement conference:

- There is no legal requirement that the child or person in parental relation attend the conference, and the conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after advance written notice and attempts to communicate via telephone.
- The outcome of the conference shall be documented in a written school attendance improvement plan, on the template provided by the Department of Education.
- Further legal action may not be taken to address unexcused absences by the child until after the date for the scheduled school attendance improvement conference has passed.

The Charter School shall not expel or impose out-of-school suspension or disciplinary reassignment for truant behavior.

Procedure for Addressing Habitually Truant Children

When a child is habitually truant and under fifteen (15) years of age at the time of referral, the school:

- i. Shall refer the child to either (1) a school-based or community-based attendance improvement program or (2) the County Office of Children and Youth where the student resides for services or possible disposition as a dependent child; and
- ii. May file a citation in the office of the magisterial district judge having jurisdiction in the region against the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school district of residence of the child.

When a child is habitually truant and fifteen (15) years of age or older at the time of referral, the school shall either

- i. Refer the child to a school-based or community-based attendance improvement program or service; or

- ii. File a citation in the office of the magisterial district judge having jurisdiction in the region against the child or the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school district of residence of the child.

If a child of compulsory school age who is fifteen (15) years of age or older continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or fails to participate in the such a program as recommended through the school attendance improvement conference, the school may refer the child to the County Office of Children and Youth where the student resides for possible disposition as a dependent child.

When referring a habitually truant child to the respective County Office of Children and Youth or filing a citation with the magisterial district judge having jurisdiction over the region, the school shall provide verification that a school attendance improvement conference was held.

No citation may be filed against a child or a person in parental relation with the child who resides in the same household as the child for a subsequent violation of school attendance if any of the following circumstances apply:

- A proceeding is already pending against the child or person in parental relation with the child who resides in the same household as the child and judgment in the first proceeding has not yet been entered, unless a warrant has been issued for failure of the child or person in parental relation to appear before the court and the warrant has not yet been served.
- A referral for services has been made to the appropriate County Office of Children and Youth, the agency has not closed the case and the Charter School has not consulted with that County Office of Children and Youth prior to filing the petition.
- A petition has been filed alleging the child is dependent due to being habitually truant and the case remains under the jurisdiction of the Juvenile Court.

Exempt from Compulsory Education

Pennsylvania School Code section 1330 states that a 16-year-old student who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to the law is exempt from compulsory attendance. In order to be a student who is exempt from compulsory education, the student must be 16 years of age or older and must be engaged in useful and lawful employment or service for 40 hours per week or more.

Child Accounting

When billing resident school districts for local revenue, charter schools are required to calculate Average Daily Membership (ADM) for each student. The Virtual Preparatory Academy of Pennsylvania will use the policies listed herein to establish the First Day Educated and Last Day Educated for each student. The Board will contract with Charter Choices to provide district billing services. All Pennsylvania child accounting procedures will be followed. (24 PS 13-1332)

IV. ADMINISTRATION

1. Recruiting and Marketing Plan

A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

Upon approval of the charter, the Virtual Preparatory Academy of Pennsylvania will actively recruit families that represent the full cultural, demographic, and socioeconomic range of Pennsylvania. The school will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

Campaign	Description
Website	Website content will describe the School’s requirements including student attendance, courses offered, graduation requirements, and parent expectations. Website content will include the ability for Spanish translation and will maximize search engine marketing efforts and lead capture.
Search Engine Marketing	Search engine marketing will cover a wide spectrum of lead generating activities including; paid or sponsored listings on search engines, directories (ex: Google business, greatschools.com), and deploying strategies for search engine optimization (SEO) intended to achieve higher ranking in search results.
Social & Display Marketing	Leverage social media and display ads within platforms that are popular among younger, digital-native generations, as well as targeted adult demographics to provide meaningful opportunities for the Virtual Prep brand to reach thousands of users.
TV/Radio	TV/ Radio ads representing the benefits of the Virtual Prep offering, targeting desired demographics.
Direct Mail	Direct mail pieces sent to identified geographic and demographic targets with measurable outcomes.
Events	Promotional events in large, target areas. These events would be run by a school representative and discuss the school’s mission and program offering.
Email Campaign	Series of emails to inform families of school activities, enrollment dates, events, etc. Email content will also be available in Spanish.
Collateral	Specific literature will be provided to prospective families during all school events, promotional events, sponsorships and partnerships. These materials will be multicultural, and appeal to all socioeconomic groups.
Enrollment Center Support	The school will provide enrollment services to support families through the entire enrollment process including initial

	application, compliancy documentation collection, course placement and approval.
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B. What type of outreach will be made to potential students and their families?

- Information sessions: The Virtual Preparatory Academy of Pennsylvania will conduct multiple information sessions across Pennsylvania to assure that families from a variety of communities are able to participate. Information sessions may be online, and families may attend the session from home via their computers. The Virtual Preparatory Academy of Pennsylvania will educate families about the school and provide a complete array of information, including its curriculum, teaching methods, technology resources, and testing requirements.
- Telephone and e-mail outreach: The Virtual Preparatory Academy of Pennsylvania will contact families who request information by telephone, electronic mail, and postal mail in order to provide literature and other valuable program information that prepares families for a successful cyber school experience.
- Telephone/e-mail information service: The Virtual Preparatory Academy of Pennsylvania will launch and maintain a toll-free information line and an email information service to answer parents' questions.
- Community and youth services partnerships: As part of its outreach process The Virtual Preparatory Academy of Pennsylvania will provide information about the school to the community that may include: youth-serving organizations such as Boys and Girls Clubs, parent groups, health-related organizations, and organizations for young actors, dancers, and athletes.

2. Admissions Policy

A. Describe the admission methods and eligibility criteria you will use to select students.

Admission Methods

The Virtual Preparatory Academy will be open to all eligible students statewide and will not discriminate in its admission policies or practices. The Admissions Policy is included in **Appendix O** with the Board Policies.

The Virtual Preparatory Academy of Pennsylvania will actively work to ensure a statewide racial and ethnic balance in the school; however, in such a manner to ensure nondiscriminatory preference or practices.

The Virtual Preparatory Academy of Pennsylvania will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The Lead School Administrator or his/her designee will serve as the liaison for homeless students.

Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

At various times during the school year, to comply with state regulations and reporting, and/or testing processes and requirements, the School may temporarily “freeze” enrollment. Students can continue to register and submit documents during this defined “enrollment freeze”. Once the temporary “enrollment freeze” is over, students will again be able to complete the enrollment process. The Board will delegate to the Lead School Administrator the authority to define and implement these temporary “enrollment freeze” periods. Students and families will be notified of these dates.

As per Section 1723-A, the Virtual Preparatory Academy of Pennsylvania will be open to all students statewide on a space available basis and will not discriminate in its admission policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.

Students must meet minimum/maximum age requirements and will be subject to Pennsylvania current age restrictions for public school admission and funding or qualify for an exception as noted in state regulations.

B. Explain administrative procedures to ensure compliance with laws pertaining to special education.

Open and Fair Admissions Process: Virtual Preparatory Academy of Pennsylvania admissions procedures will comply with IDEA 2004 and Civil Rights protections. Virtual Preparatory Academy of Pennsylvania will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do other public schools in in Pennsylvania.

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

- Tentative Enrollment and Lottery Dates (Subject to Change):
- Enrollment begins: Monday, March 1, 2021
- Lottery Determination Date/Close of Open Enrollment: Thursday, April 1, 2021
- Lottery If Needed: Monday, April 12,

Lottery Policy

If applications exceed space available at the end of the enrollment period, Virtual Preparatory Academy of Pennsylvania will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year.

Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline and after the lottery will be added to the end of the waiting list in the order they were received. As students withdraw from or transfer out of Virtual Preparatory Academy of Pennsylvania, that space will be given to the next person on the waiting list at that grade level. During the enrollment process, preference shall be given to students whose parents have actively participated in the development of the School and to siblings of students presently enrolled in the School.

D. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service-learning.

Through its partnership and outreach efforts, the Virtual Preparatory Academy of Pennsylvania hopes to ensure a statewide racial and ethnic balance in the school. Through extensive community outreach and full disclosure about the school's program, the School will have broad outreach throughout the state and parents will have a clear understanding of the cyber learning experience so that they can make the best choices for their students. Virtual Preparatory Academy of Pennsylvania will therefore attract those students and families who are most committed to student success in a cyber school setting from across the state.

Through the School's enrollment process and the admissions and eligibility criteria described previously, students will be admitted in a non-discriminatory manner, yet provided with a Student Success Plan to maximize individual achievement. Accel provides dedicated teams to support the families extensively throughout the enrollment process to ensure that they are supported and understand the cyber school model.

The Virtual Preparatory Academy of Pennsylvania hopes not to have to limit its enrollment through the imposition of a cap and lottery. However, should a cap be imposed, the School's lottery selection process allows for fair and equitable selection of students in the event that more students apply than can be accommodated. Preferences in the lottery process for children of parents/guardians who have actively participated in the development of the School, students are already enrolled and their siblings will help committed families handle the logistics of successful participation in the cyber school.

3. Human Resource Information

A. Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

The Board of Trustees will employ all staff of the school including the Lead School Administrator and teachers. The Board has chosen to partner with Accel via the Services Agreement to provide human resource services, including recruiting, to ensure the Virtual Preparatory Academy of Pennsylvania is staffed by well-trained and effective cyber learning professionals. Accel has extensive experience in recruiting, screening, and qualifying staff for high-quality cyber schools. Accel serves and reports to the Board.

Hiring a Lead School Administrator

In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a CEO who will be considered the Lead School Administrator. The Principals will report to the CEO. Through the Services Agreement with the Board, Accel will provide administrative support to the Board as it recruits the Lead School Administrator and then provides administrative support to the Lead School Administrator as he/she recruits the staff. However, the Lead School Administrator is responsible for the daily oversight and hiring/firing of school staff with the approval of the Board. It is anticipated that the recruiting of the Lead School Administrator will begin soon after charter approval, as the Lead School Administrator needs to be hired prior to teacher and staff recruitment.

The search process will begin with posting the job and advertising for the position through multiple avenues. The Board will review the job description to ensure it is clear about expectations and delineation of roles. Strategies to attract highly qualified staff will be implemented to include posting on education-related job boards including LinkedIn, Indeed, university sites, and PA REAP. Additionally, job fairs will be attended throughout the state. The Board will interview, select, and hire the Lead School Administrator.

The Lead School Administrator will ideally hold an advanced degree with a minimum of five years teaching experience and some management or administrative experience. A former principal who is technologically proficient with good communication skills is ideal. The Lead School Administrator will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program.

Ideally, the Board anticipates hiring a candidate in the spring of 2021. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, and a social media background check, as well as others checks as required by state law.

Daily management of the school will be the Lead School Administrator’s responsibility while overall governance will be the responsibility of the Board. The Board will annually evaluate the Lead School Administrator based upon performance. Annual performance will be based upon meeting school goals, evaluation of assigned competencies, and input from other key stakeholders like Accel staff that interact with the Lead School Administrator. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees, including the Lead School Administrator. Explanation of such policies will be integrated into the Employee Handbook adopted by the Board. A draft Employee Handbook is included in **Appendix Q**.

Hiring Teachers

Cyber learning requires an additional skill set and professional development. A focus on individualizing education for students and a high level of comfort with technology will be included in screening candidates for positions. In partnering with Accel, high quality teachers knowledgeable in their content areas will be attracted to join the team. With their solid content knowledge and passion for individualizing instruction, the Board will engage Accel’ professional development services to provide them with the necessary skills and pedagogy to teach online and maximize their skill set statewide.

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with educational organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking an alternative environment. Ideally, teachers will be hired at least 30 days prior to the start of the school year. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, as well as any additional checks as required by state law. Details of the background check clearances, standards, and requirements are located in sections (F) and (G). The school’s background check and clearance policy, which includes the employment history review, is attached in **Appendix O** with Board Policies.

Employment history reviews will be conducted for applicants who will be employed in positions involving direct contact with children. Employees of independent contractors must participate in the employment history review prior to the start of employment with a new school entity even though they remain employed by the same independent contractor (24 PS 1-111.1.) These additional steps will be followed for all applicants who are educators even if the applicant is not being hired for a position for which certification is required.

Even though the Board has plans to retain Accel for staff recruitment, the Board will be responsible for approving all school positions.

B. What is the targeted staff size and teacher/student ratio?

The staffing plan is shown in the chart below including teacher/student ratios.

Position	School Year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Total Enrollment	500	1,000	1,500	2,000	2,500
School CEO (Lead School Administrator)				1	1
Principal (Lead School Administrator)	1	1	1	1	1
Assistant Principal	1	1	2	2	3
Business Manager (Contracted)	1	1	1	1	1
Administrative Assistant	1	2	3	3	3
Registrar	1	1	1	1	1
Testing & Assessment Coordinator		0.5	0.5	0.5	1
Attendance Officer	0.5	1	1	1	1
Director of Special Education	1	1	1	1	1
Manager of Student Support		1	1	1	1
Parent & Student Activities Coordinator	1	1	1	1	1
School Counselors	2	2	3	5	5
Advisors	1	3	3	3	5
Gifted & Talented Coordinator	1	1	1	1	1
Teachers (K-5)	3	5	12	18	30
Teachers (6-12)	10	22	36	52	69
ELL Teachers	1	3	4	6	7
Special Education Teachers	3	6	10	15	20
Student -to -Teacher Ratio	29:1	28:1	24:1	22:1	20:1

C. What professional development opportunities will be available to teachers and other staff?

The Virtual Preparatory Academy of Pennsylvania has engaged Accel, through the Services Agreement (**Appendix L**), to provide training and professional development for teachers. Training is integrated into the Accel program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

The Virtual Preparatory Academy of Pennsylvania will provide its teachers with a comprehensive teacher training and professional development program. School staff will receive over forty hours of professional development prior to school opening. The components of our professional development offerings are delivered in a combination of asynchronous learning (via the learning management system) and synchronous learning as determined by the Lead School Administrator.

Below is an outline of topics covered:

1. *School and Accel Overview*
 - a. *Mission and Vision*
 - b. *Accel Services and Supports*
 - c. *Initiatives Overview*

- d. *School Specific Performance and Goals*
- 2. *Accel Management Platform (AMP)*
 - a. *Overview of Ecosystem and Components for New Users*
 - b. *What's New in AMP SY20-21 for Returning Users*
- 3. *Canvas (Learning Management System- LMS)*
 - a. *Canvas Basics for New Users*
 - b. *Canvas Advanced Features*
 - c. *Student Teacher Dashboard NEW FALL 2020*
- 4. *Video Conferences*
 - a. *Big Blue Button Basics for New Users*
 - b. *Orientation for Big Blue Button*
- 5. *Core Curriculum*
 - a. *School Specific Vendor Information and Methodology*
 - b. *School Specific Core Curriculum Deliverable*
 - c. *School Specific Core Curriculum Discussion*
- 6. *Supplemental Curriculum*
 - a. *School Specific Supplemental Resources Information and Screencasts*
 - b. *What's New for Returning Users*
 - c. *Supplemental Curriculum Deliverable*
- 7. *Instruction*
 - a. *Recommended Instructional Model: Putting It All Together*
 - b. *Asynchronous Instruction Best Practices*
 - c. *Home Page Set-Up: Classroom Management*
 - d. *Synchronous Instruction Best Practices*
 - e. *Small Group Instruction*
 - f. *Using Data to Inform Instruction*
 - g. *Curriculum Mapping*
 - h. *The Learning Cycle*
- 8. *Assessments*
 - a. *MasteryConnect Information and Screencast*
 - b. *MasteryConnect Deliverable*
 - c. *NWEA Information and Screencast*
 - d. *NWEA Deliverable*
 - e. *School Specific Assessment Platforms*
- 9. *Special Education*
 - a. *Basics of Special Education Programming and Compliance*
 - b. *Best Instructional Practices for Students with Disabilities*
- 10. *PowerSchool (SIS)*
 - a. *PowerSchool for Returning Users: What's New in SY 20-21 (Admins)*
 - b. *PowerSchool Overview for New Teachers*
 - c. *PowerSchool Overview for New Admin (Leaders and Student Services)*
 - d. *PowerSchool Overview for New Student Services*

- e. *Training on Reporting in PowerSchool*
- 11. *IT Support*
 - a. *IT Support Flow*
 - b. *Ring Central*
- 12. *Student Services*
 - a. *What are Student Services?*
 - b. *Best Practices in Orientation and Onboarding*
 - c. *Using Data to Inform Engagement and Retention*
- 13. *Compliance (sample, offerings are customized for state requirements)*
 - a. *AED Use*
 - b. *Child Abuse and Mandate Reporting*
 - c. *Email Safety: Phishing, Malware, Ransomware*
 - d. *Implicit Bias and Cultural Responsiveness*
 - e. *Sexual misconduct – Staff to Student*
 - f. *Social Media: Personal and Professional Use*
 - g. *School Emergency Management Plan*
 - h. *Homeless Education: Serving Students Under McKinney Vento*
 - i. *School Policies and Procedures*
 - j. *Student Privacy Rights (FERPA)*
 - k. *Code of Professional Conduct for Educators*
 - l. *Preventing Child Abuse and Human Trafficking*
 - m. *Depression and Suicide Prevention*
 - n. *Bullying Prevention*
 - o. *Prevention of Mental, Emotional, and Behavioral Disorders in Students*
 - p. *Building Safe and Supportive School Environments*
 - q. *Ethical Use of Tests*
 - r. *CIPA Course Curriculum*

After completion of this initial training program, teachers will have the foundation to successfully deliver instruction in the school’s online environment. The Virtual Preparatory Academy of Pennsylvania will conduct training throughout the school year to reinforce these concepts and address additional topics based on teacher feedback. The school will also form professional learning communities by grade levels, content areas, and additional areas identified by staff.

Teacher Induction Program

During the 2021-22 school year, the Virtual Preparatory Academy of Pennsylvania will identify an Induction Coordinator and form a council to develop an induction program for new teachers and education specialists in accordance with the requirements established by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code. The council will:

- develop the goals and competencies for the induction program,
- determine how the needs of new teachers will be assessed,
- define the role of new teacher mentors and the process for selecting mentors,

- identify monthly activities/topics to support new teachers,
- identify how teacher participation and program completion will be documented, and
- define the metrics that will be used to monitor and evaluate the induction program.

The Virtual Preparatory Academy of Pennsylvania Teacher Induction Council will submit their induction plan for state approval prior to the PDE deadline.

The scaffolded, supportive, and intensive training and professional learning sessions delivered by Accel, and described herein, along with additional training from staff and collaboration with mentor teachers, will support first year and novice teachers as they develop their skills and become high quality educators and reflective practitioners.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, and benefits.

The Virtual Preparatory Academy of Pennsylvania will offer a competitive compensation and health benefits (medical, dental, and vision coverage) program with annual performance-based salary reviews, and annual bonus incentives based on school and individual performance. Per charter school law, the Virtual Preparatory Academy of Pennsylvania will offer a package of health care benefits similar to an aggregate of local school districts.

For teaching positions, a salary range will be determined based on research of market compensation and financial considerations at the time of posting. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives will be based on performance. Teachers may receive an annual salary increase based on performance ratings. With Board approval, teachers may apply for teacher leadership opportunities and assume additional responsibilities in order to earn additional compensation.

For non-teaching positions, a salary range will be determined based on research of market compensation and financial considerations and incorporating the state required minimums. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and merit pay will be based on performance.

Both salary increases and bonus incentive payouts are contingent on the fiscal performance of the school and the bonus incentive is tied to teacher’s intent to return for the next school year. The Board will have the ability to adjust the percentages in the event that the school does not meet financial expectations.

At-Will Employment

Virtual Preparatory Academy of Pennsylvania is at-will, which means that you or the School may terminate an employees' employment at any time for any lawful reason unless a written employment agreement exists with the School that provides otherwise.

The School has the right to transfer, demote, or otherwise discipline an employee at any time for any lawful reason. For an employment agreement with the School to be considered valid, it must be signed by an officer of the School board or a designated representative.

Equal Employment Opportunity

Virtual Preparatory Academy of Pennsylvania provides equal employment opportunities to all employees and applicants in all School and school facilities without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information, or sexual orientation in accordance with applicable federal, state and local laws.

This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leaves of absence, compensation and training.

Outside Employment and Conflicts of Interest

The School recognizes that some employees may need or want to hold additional jobs outside their employment with the School. Employees may be permitted to engage in outside work or hold other jobs, subject to certain restrictions based on reasonable business concerns. Employees must consult their supervisors or managers for review and approval of outside employment prior to beginning outside employment.

The following rules for outside employment apply to all employees:

1. Work-related activities and conduct away from the School must not compete with, conflict with or compromise the School's interests or adversely affect job performance and the ability to fulfill all job responsibilities.
2. Employees must carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems at the School, the employee will be asked to discontinue the outside employment, and the employee may be subject to the normal disciplinary procedures for dealing with the resulting job-related problem(s).
3. In evaluating the effect that outside work may have on an employee's job performance and other job-related responsibilities, the Employee's supervisor and the human resource department will consider whether the proposed employment:

- a. May reduce the employee's efficiency in working for the School.
 - b. Involves working for an organization that does a significant amount of business with the School, such as major contractors, suppliers, and schools.
 - c. Involves working for an organization that provides competing services.
4. Employees are prohibited from using School property or facilities to perform work for an outside employer unless authorized in advance by a supervisor.
5. Employees may not solicit or conduct any outside business during School work time.
6. Employees who have accepted outside employment may not use School-provided Paid Time Off (PTO) to perform work on the outside job.
7. Fraudulent use of the School's sick leave or an employee's refusal to discontinue outside employment after being requested to do so by his or her supervisor or the human resource department will result in disciplinary action up to and including termination of employment.

Accommodation of Disability

The School is committed to making every reasonable effort to accommodate an employee's disability. An accommodation may be provided as long as the employee can perform the essential duties of the job, and it does not create an undue hardship for the School. A reasonable accommodation may include changes in the work environment or in the way a job is performed, so a person with a disability may enjoy equal employment opportunities. Accommodations depend upon the employee's job qualifications and the specific facts and circumstances of each individual situation.

Separation from Employment

An employee may be separated from employment either voluntarily or involuntarily by resignation, retirement, lack of work, poor performance or other reasons.

Employment Termination

The School Board's goal is to build and maintain lasting work relationships with our employees. In the case that an employee chooses to resign, he/she should consult the terms of his/her employment agreement.

It is expected that teachers provide a minimum of 30 calendar days' notice and others provide a minimum of 14 calendar days' notice.

The School reserves the right to accept the resignation immediately upon notice, or based upon the individual circumstances, the School may elect to allow the employee to work out his/her notice. Employees must actively be at work during a notice period except with written management approval or unless approved in writing by management or Human Resources. Paid Time Off (PTO) cannot be used during this notice period.

Once notice of resignation is received by the Lead School Administrator, it cannot be withdrawn except with the written agreement of the school leader, even if such attempt to withdraw is during the notice work out period. Some employees may have additional conditions and/or limitations regarding resignation from employment.

School employees who fail to follow any additional restrictions or conditions within their employment agreement, if any, may be in violation of their employment agreement and/or state law.

End of Employment Term / End of School Year Procedure

School employee must return any equipment or supplies they received during the course of their employment prior to his/her final workday.

Teaching Personnel must follow the end of year procedures as assigned by their supervisor.

Exit Interviews

The school leader will generally schedule exit interviews at the time of employment termination. Topics of discussion may include your reasons for leaving and any other impressions that you may have about the School.

E. Identify the proposed faculty.

Faculty

The Virtual Preparatory Academy of Pennsylvania has not hired any faculty yet. The Board will interview and hire the Principal in the spring prior to the approved school opening. In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a CEO who will be considered the Lead School Administrator.

The Board will value the input of the Lead School Administrator in making hiring decisions. The Lead School Administrator will be considered an administrator requiring a Secondary or Elementary Principal Certification in Pennsylvania, which requires completion of a certification program at a college or university and five years successful teaching experience.

Ideally, the selected Lead School Administrator will also have some management or administrative experience. A former principal who is technologically proficient with good communication skills is ideal. The Lead School Administrator will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program.

Once the Lead School Administrator is hired, he/she will work under the direction of the Board to hire the teachers and additional school staff. Teachers will be required to meet all requirements of Pennsylvania's charter school law, including the requirement that at least 90% of the charter school's professional staff hold appropriate state certification. Additionally, Pennsylvania charter schools must meet the federal law's Highly Qualified Teacher requirements. Teachers at the Virtual Preparatory Academy of Pennsylvania will hold at least a bachelor's degree and will demonstrate competence in the core content areas in which they teach. Federal law further provides that charter school teachers must meet the certification requirements

established in the state's public charter school law, which may differ from the requirements for full state certification. In Pennsylvania, in order to be Highly Qualified, all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must (1) hold at least a bachelor's degree and (2) demonstrate subject matter competence in each core content area and grade level at which they teach. To demonstrate subject matter competency, teachers can use a passing grade in the appropriate PRAXIS content area test in the subject area of their teaching assignment. Middle school and high school teachers may also demonstrate competency by having completed a content area major or a graduate degree in the subject area of their teaching assignment. Teachers with three or more years teaching experience may demonstrate subject matter competency through having attained National Board for Professional Teaching Standards (NBPTS) Certification in the core content area of their teaching assignment. Experienced teachers (i.e., one or more years of teaching experience) may demonstrate subject matter competency through completing Pennsylvania's HOUSSSE programs. All special education teachers will be required to hold the appropriate certification.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

The Charter School Law also requires an applicant to include a criminal history record and an official clearance statement regarding child injury or abuse. 24 P.S. §17-1719-A (15), (16). Since the Virtual Preparatory Academy of Pennsylvania has not hired staff yet, it is not possible to provide criminal history records and child abuse clearances at the time of submitting this application. These documents will be provided to PDE as soon as staff has been hired.

The Virtual Preparatory Academy of Pennsylvania will contract with Accel to provide background checks and criminal history records. Upon an offer of employment, Accel will run a background check through the third party vendor. This background check will run a social security number verification, a state and county check, and a sex offender registry check.

In compliance with Section 111 of the Public School Code, individuals required by law will, in addition to the FBI background check, submit their fingerprints to be run by the Pennsylvania State Police to make sure there are no adverse records in the State Police Central Repository.

In accordance with 24 P.S. Section 111, all applicants for employment at the Virtual Preparatory Academy of Pennsylvania, excluding employees who do not have direct contact with students, must undergo state and federal background checks. Background checks will be no more than one year old at the time of application. Administrators will make and keep a copy of the original background checks. As required by state law, applicants for employment will be required to produce three documents verifying the checks that they have completed:

- Pennsylvania State Criminal History Record (Act 34) where the applicant will submit information online to be run through the PATCH system. The system will generate a report that is sent directly to the applicant for submission to the School;

- Child Abuse Report (Act 151) which requires the applicant to complete an application to be submitted to the Department of Public Welfare to investigate whether the applicant has been the subject of, or is currently the subject of, an investigation for child abuse, sexual abuse, or the like, or has ever been disciplined by any employer, public institution, or other authority for such an offense. The Department will in turn send a report back to the applicant, which is to be submitted to the School;
- Federal (FBI) Criminal History Report (Act 114) whereas the applicant will submit their fingerprints to the State Police to be run through the FBI repository for criminal history of the applicant;

In addition, the application will submit the following:

- Arrest / Conviction and Certification Report (Act 24) or PDE-6004, this form that must be completed by the applicant affirming they have/have not been convicted of certain crimes listed on the document.
- Sexual Misconduct / Abuse Disclosure Release (Act 168) this release must be completed by the applicant for their current employer, any previous employers that were school entities, and any employer where the applicant was employed and held a position with interaction with children.

Failure to accurately report required information will subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. The Virtual Preparatory Academy of Pennsylvania may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment and may report the information as permitted by law.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.

Upon being offered employment, any candidate who has direct contact with students must obtain and submit to Accel a clearance statement for the preceding year from the Department of Public Welfare. The clearance letter is to state that the employee is not named as a perpetrator of an indicated/founded child abuse or neglect report, or is named as the individual responsible for injury/abuse in an indicated/founded report. This document must be submitted prior to employment.

Clearances must be obtained every 36 months. Timelines for renewed clearances will be based upon the date of each individual clearance. Clearances are transferrable within the school and a person need not obtain a new clearance letter to change positions within the school.

The Virtual Preparatory Academy of Pennsylvania will maintain copies of the required information and

require the individual to produce the original documents prior to employment or acceptance to serve in any such capacity, except provisional employees for limited periods. Individuals may be employed for a single period, not to exceed 90 days if all of the following conditions are met:

- The applicant has applied for the three required clearances and they provide a copy of the completed forms to the Virtual Preparatory Academy of Pennsylvania.
- Virtual Preparatory Academy of Pennsylvania has no knowledge of information pertaining to the applicant that would disqualify him/her from employment.
- The applicant swears or affirms in writing that he/she is not disqualified from employment pursuant to the grounds for denying employment in § 6344 (c) of the Child Protective Services Law or has not been convicted of an offense of a similar nature to those crimes under the laws or former laws of the United States, or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the Commonwealth.
- The applicant is not permitted to work alone with children and must work in the immediate vicinity of a permanent employee.

H. What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

Virtual Preparatory Academy of Pennsylvania will ensure the school complies with the regulations for Properly Certified (Highly Qualified) and Certification of Charter School Teachers. “At least 75% of the professional staff of a charter school must hold appropriate Pennsylvania certification. The charter must list the general qualifications for non-certificated staff and additional criteria are established. The staff may bargain collectively, but not as part of the school district’s bargaining unit. Protections are built into the bill to allow teachers to transfer to a charter school without penalty to employee rights: seniority, right of return, retirement, health benefits and tenure.”

During the interview and onboarding process, transcripts, certifications, and test scores will be submitted to the Accel Schools’ onboarding team for initial evaluation. These documents will be kept by onboarding until the employee is hired. Upon being hired, the documents will be uploaded into the Human Resources Information System (HRIS) for instant access by teachers and the human resources department.

Virtual Preparatory Academy of Pennsylvania will review all documentation to ensure that the employee does have the necessary documentation and experience to be labeled ‘Properly Certified’ under the ESSA and Pennsylvania state regulations. This includes making sure the employee:

- Holds at least a bachelor’s degree from an accredited college or university, and
- Demonstrates subject matter competency for the core content area through completion of a PRAXIS test, major/graduate degree, obtaining a National Board for Professional Teaching Standards certificate, or through the Pennsylvania HOUSSSE program.

4. Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

The Virtual Preparatory Academy of Pennsylvania is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and conveys this commitment through its written policies—in the form of the school handbook, which all students must review as part of the enrollment process—and its collaboratively developed school culture.

Student Conduct Policies

The school will have a detailed student handbook that will include a clear and fair set of roles and responsibilities for students, Learning Coaches, and school staff that complies with the students' due process rights and aligns with the school's mission. Parents/guardians will be provided with access to the handbook at the beginning of the enrollment process.

Appropriate conduct will be expected of all students. As a personalized, high-expectation cyber school, the Virtual Preparatory Academy of Pennsylvania anticipates being able to effectively manage student discipline issues. The expectations for student conduct will be explained in the handbook and will include steps to be followed in the event of misbehavior. The school will follow formal due process procedures to manage the discipline of students. In addition, the cyber curriculum will allow the school to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

The school will regard academic honesty as key to its mission, and will expect all stakeholders to understand that cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities. By engaging in academic misconduct, students cheat themselves of the opportunity to fully develop their intellectual abilities. As part of the school start-up tasks, all students will be required to sign the Honor Code indicating their understanding of the expectations of academic honesty. It will be expected that students will adhere to the Honor Code throughout the school year, and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student. The Honor Code will serve to reinforce students' commitment to academic excellence and integrity. Students and parents suspected of inappropriate academic behavior will be confronted immediately and subjected to standard disciplinary action as described in the handbook.

The handbook will include practices the school will use to promote effective discipline, a list of offenses which may result in suspension or expulsion, an explanation of the rights of students with disabilities, and policies and procedure for due process. The Virtual Preparatory Academy of Pennsylvania will establish and adopt suspension and expulsion policies that will be distributed in the school handbook. The school's discipline, suspension, and expulsion policies will be in accordance with student's rights and with applicable law.

Reflected in the school handbook will be a careful protection of the rights of disabled students through the fair application of due process. A student with a disability may be removed from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement.

The Virtual Preparatory Academy of Pennsylvania will not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal under applicable state and/or federal laws (24 P.S. section 17-1723-A(b)(1)).

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code (which adopt by reference 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536) as well as the Procedural Safeguards Notice available through PaTTAN.

The Virtual Preparatory Academy of Pennsylvania personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, the Virtual Preparatory Academy of Pennsylvania must, during any subsequent days of removal in that school year, provide services to the extent required.

If the behavior that violated the student code of conduct was not a manifestation of the child's disability and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described herein under Services. The child's IEP Team determines the interim alternative educational setting for such services. Under Pennsylvania special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement. The Virtual Preparatory Academy of Pennsylvania will be required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

The services that must be provided to a child with a disability who has been removed from the child's

current placement may be provided in an interim alternative educational setting. The Virtual Preparatory Academy of Pennsylvania will only be required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by the school.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition herein), then school personnel, in consultation with at least one of the child's teachers, will determine the extent to which services will be needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition herein), the child's IEP Team will determine the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Virtual Preparatory Academy of Pennsylvania, the parent, and relevant members of the IEP Team (as determined by the parent and School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of The Virtual Preparatory Academy of Pennsylvania's failure to implement the child's IEP.

If the Virtual Preparatory Academy of Pennsylvania, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability.

If the Virtual Preparatory Academy of Pennsylvania, the parent, and relevant members of the child's IEP

Team determine that the conduct in question was the direct result of the School's failure to implement the IEP, the Virtual Preparatory Academy of Pennsylvania must take immediate action to remedy those deficiencies.

If the School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless The Virtual Preparatory Academy of Pennsylvania had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described herein, the Virtual Preparatory Academy of Pennsylvania must return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- Carries a weapon (see the definitions herein) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Virtual Preparatory Academy of Pennsylvania;
- Knowingly has or uses illegal drugs (see the definitions herein), or sells or solicits the sale of a controlled substance, (see the definitions herein), while at school, on school premises, or at a school function under the jurisdiction of the School; or
- Has inflicted serious bodily injury (see the definitions herein) upon another person while at school, on school premises, or at a school function under the jurisdiction of the PDE or the Virtual Preparatory Academy of Pennsylvania.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)). Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the Virtual Preparatory Academy of Pennsylvania must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/prior written notice if:

- The removal is for more than 10 consecutive school days; or
- The removal is for 15 cumulative school days total in any one school year;
- The child has been subjected to a series of removals that constitute a pattern because:
 - The series of removals total more than 10 school days in a school year;
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
- Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and
- Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the Virtual Preparatory Academy of Pennsylvania and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under additional authority and special circumstances.

General

The parent of a child with a disability may file a due process complaint to request a due process hearing if he or she disagrees with any decision regarding placement made under these discipline provisions; or the manifestation determination.

The Virtual Preparatory Academy may file a due process complaint to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

The hearing officer may:

- Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the Virtual Preparatory Academy of Pennsylvania believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

When the parent or the Virtual Preparatory Academy of Pennsylvania has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the PDE or the School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Intellectual Disabilities

The disciplinary removal of a child with intellectual disability attending the Virtual Preparatory Academy of Pennsylvania for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, the Virtual Preparatory Academy of Pennsylvania may suspend on a limited basis a student with intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than intellectual disability could be suspended.

Protections for Children not yet Eligible for Special Education and Related Services

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the Virtual Preparatory Academy of Pennsylvania had knowledge before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described herein.

Basis of Knowledge for Disciplinary Matters

The Virtual Preparatory Academy of Pennsylvania must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
- The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- The child's teacher, or other School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Virtual Preparatory Academy of Pennsylvania's Director of special education or to other supervisory personnel of the Virtual Preparatory Academy of Pennsylvania.

The Virtual Preparatory Academy of Pennsylvania would not be deemed to have such knowledge if:

- The child's parent has not allowed an evaluation of the child or refused special education services;

or

- The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

If prior to taking disciplinary measures against the child, the Virtual Preparatory Academy of Pennsylvania does not have knowledge that a child is a child with a disability, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child will remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the Virtual Preparatory Academy of Pennsylvania, and information provided by the parents, the School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements.

Referral to and Action by Law Enforcement and Judicial Authorities

The state and federal regulations do not:

- Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

If the Virtual Preparatory Academy of Pennsylvania reports a crime committed by a child with a disability, then the School must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

Cyber Learning Policies

The Virtual Preparatory Academy of Pennsylvania will encourage the use of technology to promote students' learning. Teachers will provide a safe environment for their students to ask questions without the fear of hurtful behavior from other students in the cyber class. The personal rapport that each teacher develops with his/her students ensures a safe learning environment for all.

The Board plans to select a technology provider that will have all computers equipped with heightened Internet security settings and activated Internet filtering software.

The school will strictly prohibit any form of bullying/cyber bullying, harassment, hazing, or other destructive actions that may cause emotional and/or physical harm to students. School policies regarding these prohibited behaviors will be documented in the school handbook. Staff trainings regarding student safety will be a critical part professional development plan. Virtual Preparatory Academy of Pennsylvania will educate administrators, teachers, families and students on bullying prevention strategies and techniques. Part of the training will stress the impact of bullying and why it is important for schools to develop and sustain bullying prevention strategies. As required by law, the school will post a copy of its Anti-bullying Policy on its website.

The Virtual Preparatory Academy of Pennsylvania will encourage the promotion of positive interpersonal relations between members of the school community, and defines harassment, intimidation, bullying, cyber-bullying, or hazing toward a student, whether by other students, staff, or third parties, as “prohibited behaviors” that will not be tolerated. The school handbook will explain that this prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected groups, such as sex, sexual orientation, race, color, national origin, marital status, age, or disability. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation.

This policy applies to all school-related activities, including but not limited to cyber school-related activities such as live learning sessions; participation in clubs, activities, email messages, discussions, and message boards; and in-person activities such as state testing, field trips, open houses, and any other in-person school-related activities on or off school property. The school handbook will make it clear that every student is encouraged, and every staff member is required, to report any situation believed to be prohibited behavior directed toward a student. All reports will be investigated with appropriate disciplinary consequences as laid out in the school handbook.

Student Safety

The Virtual Preparatory Academy of Pennsylvania will provide a safe and supportive environment by keeping students safe from online predators and solicitors. The school takes student safety and well-being seriously. The Virtual Preparatory Academy of Pennsylvania is committed to following and implementing health and safety requirements applicable to public cyber charter schools. Students should be able to learn in a safe and comfortable environment. The school will require a course focused on student safety.

All members of school staff must complete the training at the beginning of the school year, and then refer to the trainings throughout the year as needed. Learning Coaches will be asked to communicate and collaborate with teachers and other school staff as the staff members work to fulfill their professional roles in supporting student safety and well-being. They will be asked to involve additional parties as appropriate to address concerns and to always keep student safety and well-being at the center of the conversation.

All student computers will have software installed that blocks users from reaching inappropriate sites.

School Safety Plan

The Virtual Preparatory Academy of Pennsylvania recognizes its need for a school safety plan (22 Pa. Code Chapter 10 et seq.)

The school is committed to providing a safe, orderly learning environment for students. To make this a reality the Board will develop a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations, including an outline of the steps that will be taken to finalize the Virtual Preparatory Academy of Pennsylvania's Safety Plan. The document will be reviewed and updated once the staff has been identified and hired in order to modify and change this plan to meet the "real" needs of the school, the facility, its staff and the community. The steps that will be taken to review and modify the final safety plan include the following:

- Form a School Safety Committee that includes: Board; school administration, community representatives; representatives of the local police and fire department; and parents.
- Review Act 26, "The Safe Schools Act".
- Review the local school districts safety plans to ensure accordance.
- Review safety plans from other municipalities for content and presentation ideas.
- Develop goals and timelines.
- Draft school safety plan.
- Circulate draft safety plan to the Board, the school administration, and community partners for review.
- Finalize the School Safety Plan.

School safety will be the primary responsibility of the Lead School Administrator and his/her designee. They will oversee the security systems of the school as well as the behavior of the students and reporting Act 26 violations. In addition, all staff members will be expected to report to administration any inappropriate behavior in the school environment. It is the primary responsibility of staff to create a climate of respect and educational focus. Students will also be expected to set a tone of respect, order, and purposefulness. Particular responsibility will fall to staff to model good and safe behavior and to correct or report to the school administration inappropriate or unsafe behavior or events.

In accordance with 23 P.S. 6311 et seq, all school employees will be mandated reporters and must report suspected abuse as follows:

When child abuse is suspected, the law requires the school employee to immediately make an oral report of suspected child abuse via the statewide toll-free telephone number ChildLine at 1-800-932-0313 or an online written report.

If a school employee makes an oral report to ChildLine, the school employee must follow-up with a written report, which may be submitted electronically, within 48 hours.

A mandated reporter must personally make the report. The Virtual Preparatory Academy of Pennsylvania

administration may assist the school employee in making the report (for example, sit with school employee for support if the school employee is uncomfortable in the process) as long as they do not interfere in any way with the making of the report. Afterward, the school employee should inform administration about the report.

The school employee will not be required to investigate or be certain of the abuse, or even know the name of the person who is suspected of abusing a child. The responsibility will be to make a report when the school employee has reasonable cause to suspect child abuse. ChildLine will forward the report to the appropriate county child welfare agency, who will investigate the circumstances and may contact school employee for additional information or if there are additional questions.

The Virtual Preparatory Academy of Pennsylvania will require that all employees receive the mandated reporting training. Mandated reporters who hold a professional license or certification under the Department of State and mandated reports who work for an agency that is licensed, supervised, or registered with the Department of Human Services will be required to receive training.

Possession of Weapons

Possession of weapons in the school setting is a threat to the safety of students and staff and will be prohibited by law. A weapon will include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury. A student will be considered in possession of a weapon when the weapon is found on the person of the student, in the student's locker, desk, backpack, or in the student's vehicle, and the weapon is under the student's control while the student is on school property, on property being used by the school, at any school function or activity, at any school-sponsored activity held away from the school, on any conveyance providing transportation to a school or school-sponsored activity, or while the student is on his/her way to or from school.

The Virtual Preparatory Academy of Pennsylvania will prohibit students from possessing and bringing weapons and replicas of weapons into any school buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

The Board will expel for a period of not less than one year any student who violates this weapons policy. Such expulsion will be given in conformance with formal due process proceedings required by law and Board policy. The Lead School Administrator may recommend modifications of such expulsion requirement on a case-by- case basis (24 P.S. 13-1317.2).

In the case of a student with a disability, including a student for whom an evaluation is pending, the Virtual Preparatory Academy of Pennsylvania will take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Lead School Administrator or designee will react promptly to information and knowledge concerning

possession of a weapon. Such action will be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the school's emergency preparedness plan (22 Pa Code Chapter 10 et seq).

The Lead School Administrator or designee will immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies (22 Pa Code Chapter 10 et seq).

The Lead School Administrator or designee will notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Lead School Administrator or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Lead School Administrator or designee will document attempts made to reach the parent/guardian (22 Pa Code Chapter 10 et seq).

In accordance with state law, the Lead School Administrator will annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form (24 PS 13-1303-A).

The Lead School Administrator will annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

Policies Regarding Expulsion and Suspension

All students enrolled in the school will be expected to conduct themselves in accordance with the rules for the school, and parents and Learning Coaches will be expected to cooperate with the school staff in helping students to maintain this conduct. The student code of conduct will be included in the student handbook.

Discipline Measures

There will be three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their parent(s) and the school administrator(s), and the incident will be formally documented in writing and will

become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (Connexus).

Warnings will be issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

Suspension

When a student is suspended, he or she will be temporarily removed from the AMP system or a school sponsored program or activity. The length of a suspension will be determined by the Lead School Administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the Lead School Administrator, a student's permission to log on to and/or use parts of the AMP system will be restricted. Student access to email, the message boards, online clubs/activities, and/or all of the AMP system may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the AMP system and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Criminal or delinquent acts are acts defined as criminal under federal and state law, and any applicable municipal or county criminal ordinances.
- Sexual harassment means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal or physical) when submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or activities such that this conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment.
- Disruptive conduct means willful conduct which: (1) materially and in fact disrupts or interferes with the operation of the school or the orderly conduct of any public school activity, including individual classes; or (2) leads an administrative authority to reasonably forecast that such disruption or interference is likely to occur unless preventive action is taken.
- Gang related activity is disruptive conduct.
- Refusal to identify self means a person's willful refusal, upon request from school personnel known or identified as such to the person, to identify himself or herself accurately.
- Refusal to cooperate with school personnel means a student's willful refusal to obey the lawful instructions or orders of school personnel whose responsibilities include supervision of students.
- Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor

referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

- Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- Vandalism: A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- Violation of acceptable use policy: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- Repeated violation of any disciplinary issues.

Expulsion

When a student is expelled, he or she will be separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The school will not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the school complies with the requirements of those acts.

Discipline for Students with Disabilities

Please refer to the previous description of discipline for students with disabilities. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures

described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Due Process for Students (22 Pa. Code Section 12-.6-12.8)

Exclusion from School may take the form of suspension or expulsion.

- 1) Suspension will be exclusion from school for a period of from one to 10 consecutive school days.
 - Suspensions may be given by the Lead School Administrator or his/her designee.
 - A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.
 - The parents or guardians will be notified immediately in writing when the student is suspended.
 - When the suspension exceeds three school days, the student and parent will be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.
 - Suspensions may not be made to run consecutively beyond the 10 school day period.
 - Students will have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board.

- 2) Expulsion will be exclusion from school by the Board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
 - During the period prior to the hearing and decision of the Board in an expulsion case, the student will be placed in his/her normal class except as set forth in subsection (ii).
 - If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded will be provided with alternative education, which may include home study.
 - Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and will be provided an education.

- 3) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial, or correspondence study, or another educational program approved by the Lead School Administrator.

- 4) Within 30 days of action by the Board, the parents or guardians will submit to the Virtual Preparatory Academy of Pennsylvania written evidence that the required education is being provided or that they are unable to do so. If the parents or guardians are unable to provide the required education, the

School will, within the 10 days of receipt of the notification, make provision for the student's education. A student with a disability will be provided educational services as required by the Individuals with Disabilities Education Act 2004.

- 5) If the approved educational program is not complied with, the Virtual Preparatory Academy of Pennsylvania may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

Exclusion from classes—in-school suspension

- 1) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- 2) Communication to the parents or guardian will follow the suspension action.
- 3) When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the Lead School Administrator or designee will be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in the Pennsylvania Code.
- 4) The Virtual Preparatory Academy of Pennsylvania will have the responsibility to make provision for the student's education during the period of the in-school suspension.

Hearings

- (a) *General.* Education is a statutory right, and students will be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (b) *Formal hearings.* A formal hearing will be required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board will be required to expel a student. The following due process requirements will be observed with regard to the formal hearing:
 - 1) Notification of the charges will be sent to the student's parents or guardians by certified mail.
 - 2) At least three days' notice of the time and place of the hearing will be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures will be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - 3) The hearing will be held in private unless the student or parent requests a public hearing.
 - 4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 - 5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - 6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - 7) The student has the right to testify and present witnesses on his/her own behalf.
 - 8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy will be provided at no cost to a student who is indigent.

- 9) The proceeding will be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing will be held as soon as reasonably possible:
- Laboratory reports are needed from law enforcement agencies.
 - Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400-1482).
 - In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- 10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
- 1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
 - 2) The following due process requirements will be observed in regard to the informal hearing:
 - Notification of the reasons for the suspension will be given in writing to the parents or guardians and to the student.
 - Sufficient notice of the time and place of the informal hearing will be given.
 - A student has the right to question any witnesses present at the hearing.
 - A student has the right to speak and produce witnesses on his/her own behalf.
 - Virtual Preparatory Academy of Pennsylvania will offer to hold the informal hearing within the first five days of the suspension.

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

Attendance Policy

Students must meet all regulatory requirements for attending public school in the state. These requirements include attending school for 180 days and completing a required number of hours of instruction per year. In order to make the state's required hours per year of instruction manageable, families are encouraged to have students complete the hours of schooling each week listed in the chart below. All attendance requirements will be documented by both Board policy as well as in the handbook. The school's documents explaining attendance requirements will emphasize the value and importance of school attendance without over-reliance on punitive measures for non-attendance.

Grade Levels	Days	Min. Yearly Hours	Daily Hours
K-6	180	900	5

7-12	180	990	5.5
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What counts as Attendance at Virtual Preparatory Academy of Pennsylvania?

A student is counted as present for the day when he or she logs into the AMP system through the student account, completes work within a course through the student account, attends a session accessed through his or her daily plan, or when course attendance is logged by a Learning Coach.

Failure to attend mandated live learning sessions, state testing, or respond to emails and phone call messages from teachers may be counted against documented attendance hours.

Logging Attendance

Virtual Preparatory Academy of Pennsylvania Systems will automatically capture daily AMP system student log-in, course work, and session attendance. In addition, — Virtual Preparatory Academy of Pennsylvania requires that each Learning Coach log the time spent working on content in each course each day. Time entered here should reflect the total time spent working on the course that day (both online work in the AMP system and off-line work completed by the student).

Truancy

If a student is not adequately engaging in the program, the school will follow the Truancy Policy with the Board Policies in the Appendix O. This topic was also covered in the enrollment and withdrawal section.

5. Timetable

A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Incorporate and file Articles	Completed
Create and approve By Laws	Completed
Contract with Management Provider	Completed
Resubmission of Charter Application	October 1 2020
Approval of Charter Application	December 2020
Recruitment of Board of Trustees	Completed
Approval of Board Policies	October 2020
Create Student /Parent Handbook	November 2020
Recruitment of Students	February-July 2021
Finalize Insurance Coverage	March 2021

Initial Enrollment Period	March 1, 2021—April 1, 2021
Lottery if Necessary	April 12, 2021
Open Enrollment Period	May 2021—September 2021
Finalized Office Lease	April 2021
Move into Office & Setup	May 2021
Hire Administrators	May 2021
District Notification	May (ongoing with enrollment) 2021
Course Placement	June—July 2021
Hiring of Teachers	May—July 2021
Teacher Training	August 2021
Student Computer/Materials Delivered	August 2021
Orientation Sessions	August—September 2021
School begins	August 23, 2021

6. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

- *Inspection by a local building inspector.*
- *Inspection by a local fire department.*
- *Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.*
- *Compliance with all other federal, state, and local health and safety laws and regulations.*
- *Application for certificates, licenses, etc. are part of the planning process.*

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

Safety of School Building

The facilities will comply with all applicable federal, state, and local health and safety laws, regulations, and requirements. The Virtual Preparatory Academy of Pennsylvania will follow applicable city planning review procedures. The School, working with the landlord, will ensure the property is inspected by a local building inspector and the local fire department.

Although not anticipated, if necessary, The School will request approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught

at the school.

The Cyber Charter School Application released by the PDE, required that applicants “submit written documentation of intent to comply with all applicable safety requirements, including the following: Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.” Therefore, we are including this language to meet the requirement to show our written intent to comply.

The School will apply for certificates, licenses, and so forth as part of the planning process.

Compliance with Health and Safety Laws

The Virtual Preparatory Academy of Pennsylvania will be in compliance with or capable of modification to bring the school into compliance with all local building, zoning, and health and safety requirements.

Certificates of Occupancy

Since students will be present in the school headquarters only on the rare drop-in basis, and will not gather there for instructional activities, no special zoning will be required beyond standard commercial use. All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

The School will ensure the facility has a certificate of occupancy, air-conditioning, heating, illuminated fluorescent lights, male and female bathrooms, parking, is handicapped accessible, and is fully equipped with sprinklers and other fire safety equipment. If the Virtual Preparatory Academy of Pennsylvania contemplates any regional learning center facilities to accommodate testing, related services, etc., such facilities will appropriately zoned.

7. School Health Services

A. Describe your plan for providing school health services as required under Article XIV of the Public School Code.

The Virtual Preparatory Academy of Pennsylvania will contract with local health services providers throughout the Commonwealth to accommodate enrollment as required to provide services to students and to meet the requirements of Article XIV: School Health Services of the Public School Code.

Parents and students will receive information about the school’s health services in the parent/student handbook including requirements, assistance and programs the school offers to students.

B. Describe how school nursing services, including administration of medication, will be delivered.

The Virtual Preparatory Academy of Pennsylvania will contract with local health service providers throughout the Commonwealth to facilitate student enrollment to meet the requirements of Article XIV: School Health Services of the Public School Code. The School Nursing services, provided through contracts on an hourly or a per-service fee basis with local health services providers, may include:

- A vision test
- A hearing test
- A measurement of height and weight which shall use the measurement to compute a child's weight-for-height ratio
- Tests for tuberculosis under medical supervision
- Such other tests as the Advisory Health Board may deem advisable to protect the health of the child. Vision tests will be given at least annually and other tests at intervals established by the Advisory Health Board. ((a) amended July 11, 2006, P.L.1092, No.114)

The School will maintain a comprehensive health record which will include the results of the tests, measurements, and regularly scheduled examinations and special examinations and which will be protected for confidentiality. The student's health record will also include medical questionnaires- by the student's parent or guardian.

Appendix

- A. Curriculum
- B. Special Education Procedures and Policies
- C. Acceptable Use Policy
- D. Sustainable Support
- E. Letters of Intent to Superintendents
- F. Resumes of Board of Trustees
- G. Non-Profit Corporation Status
- H. Organization Chart
- I. Board Meeting Minutes
- J. By-laws
- K. Articles of Incorporation
- L. Services Agreement with Accel
- M. Preliminary Startup and Operating Budget
- N. Facility Proposal
- O. Board Policies
- P. Employee Healthcare Insurance Proposal
- Q. Draft Employee Handbook
- R. Agreement with Charter Choices

APPENDIX A CURRICULUM

A.5 Syllabi

This appendix includes the syllabi and alignment following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-5
- f. Health and Physical Education
- g. World Languages

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English Language Arts

K-12

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Module	LO#	Sight Words	Objective(s)	Common Core State Standard(s)
Letter and Phonics of the Week: Aa; Short a	1.1	I, see, big	1) Correctly print the upper and lowercase letters Aa.2) Read high frequency words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	1.2		1) Read with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	1.3		1) Recognize rhyming words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

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	1.4		1) Draw a single event.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	1.5			
Letter of the Week: Bb	2.1	a, blue, can	1) Correctly print the upper and lowercase letters Bb. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words represented in written are language by specific sequences of letters. CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words represented in written are language by specific sequences of letters. CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	2.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	2.3		1) Produce rhyming	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight

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			words.	(e.g., the, of, to,you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	2.4		1) Draw to provide a reaction to what happened.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	2.5		1) Read high frequency words on sight. 2) Identify the setting of a story.	
Letter of the Week: Tt	3.1	said, the, in	1) Correctly print the upper and lowercase letters Tt. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
	3.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, characters, settings, identify and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one

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				letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	3.3		1) Recognize and use nouns.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	3.4		1) Draw three pictures of what you did yesterday in the morning, afternoon, and evening.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	3.5			
Letter of the Week: Mm	4.1	for, is, go	1) Correctly print the upper and lowercase letters Mm. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
	4.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the

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				connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	4.3		1) Recognize and use verbs.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	4.4		1) Place given events in chronological order.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	4.5			
Letter of the Week: Ss	5.1	come, here, down	1) Correctly print the upper and lowercase letters Ss. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	5.2		1) Read weekly stories with purpose and understanding,	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and

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			accuracy and at appropriate rate.	short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	5.3		1) Understand and use question words (e.g., who, what, where, when, why, how).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	5.4		1) Label each event in a sequence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	5.5			
Letter of the Week: Nn	6.1	Review words from weeks 1-5	1) Correctly print the upper and lowercase letters Nn. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	6.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of

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				information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.
	6.3		1) Understand that words are separated by spaces in print.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	6.4		1) Draw and label an animal and three facts about it.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	6.5			
Letter and Phonics of the Week: Ee; Short e	7.1	find, and, it	1) Correctly print the upper and lowercase letters Ee. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My book
	7.2		1) Read weekly stories with	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and

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			Kids stories with purpose and understanding, accuracy and at appropriate rate.	<p>lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>
	7.3		1) Add s and es to make words plural (e.g., dog, dogs; wish, wishes).	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	7.4		1) Share their favorite book.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	7.5			
Letter of the Week: Ff	8.1	jump, little, look	<p>1) Correctly print the upper and lowercase letters Ff.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>
	8.2		1) Read weekly stories with purpose and understanding,	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.</p>

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			accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	8.3		1) Recognize and name end punctuation.	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	8.4		1) Recognize a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	8.5			
Letter of the Week: Dd	9.1	away, make, me	1) Correctly print the upper and lowercase letters Ff. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words represented in written are language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	9.2		1) Read weekly stories with purpose and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

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			and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	9.3		1) Sort related objects into categories.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	9.4		1) Write a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	9.5			
Letter and Phonics of the Week: Gg; Soft & Hard g	10.1	my, not, one	1) Correctly print the upper and lowercase letters Gg. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	10.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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			appropriate rate.	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	10.3		1) Match Antonyms	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	10.4		1) Write a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	10.5			
Letter and Phonics of the Week: li; short i	11.1	play, with, you	1) Correctly print the upper and lowercase letters li. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words represented in written are language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.
	11.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support identify

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				<p>characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I</p>
	11.3		1) Capitalize the first word of the sentence and the pronoun, I.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	11.4		1) Write an expanding sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	11.5			
Letter of the Week: L	12.1	Review words from weeks 6-11	<p>1) Correctly print the upper and lowercase letters Ll.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words represented in written are language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>
	12.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of</p>

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				the most frequent sounds for each consonant.
	12.3		1) Act out the different meanings of similar verbs (e.g., walk, march, strut, prance).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	12.4		1) Put sight words into a sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	12.5			
Letter and Phonics of the Week: Cc; Soft & Hard c	13.1	three, to, up	1) Correctly print the upper and lowercase letters Cc. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	13.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

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	13.3		1) Identify real-life connections between words and their use (e.g., note places at school that are colorful).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	13.4		1) Fill in the blanks in a story with words that start with c.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	13.5			
Letter of the Week: Pp	14.1	two, we, where	1) Correctly print the upper and lowercase letters Pp. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RL.K.3 With prompting and support, characters, settings, identify and major events in a story. CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
	14.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of

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				the most frequent sounds for each consonant.
	14.3		1) Count number of syllables in spoken words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	14.4		1) Draw and write about the characters in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	14.5			
Letter of the Week: Rr	15.1	yellow, am, red	1) Correctly print the upper and lowercase letters Rr. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words represented in written are language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RL.K.3 With prompting and support, characters, settings, identify and major events in a story.
	15.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	15.3		1) Word Families- short a, e, i	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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				CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	15.4		1) Draw and write about the setting in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	15.5			
Letter and Phonics of the Week: Oo; short o	16.1	did, eat, ate	1) Correctly print the upper and lowercase letters Oo. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	16.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

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				<p>CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book</p>
	16.3		Identify front and back covers, title page, and author and illustrator roles	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	16.4		1) Draw and write about the events in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	16.5			
Letter of the Week: Hh	17.1	help, black, brown	<p>1) Correctly print the upper and lowercase letters Hh.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>
	17.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>

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			appropriate rate.	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	17.3		1) Recognize common types of texts (e.g., storybooks, poems).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	17.4		1) Draw and write about the problem and solution in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	17.5			
Letter of the Week: W	18.1	Review words from weeks 13-17	1) Correctly print the upper and lowercase letters Hh. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
	18.2		1) Read weekly stories with purpose	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

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			and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	18.3		1) Add drawings to descriptions to provide additional detail.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	18.4		1) Draw and write about the main idea in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	18.5			

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Module	LO#	Sight Words	Spelling Words	Objective(s)	Common Core State Standard(s)
Letter of the Week: Ww	19.1	but, came, funny	cat, bat, hat, rat, sat, can, fan, pan, ran, tan	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Ww. 2) Read and spell words with the short a. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	19.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

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	19.3			Language Skills: 1) Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	19.4			Writing: 1) Draw and write about your favorite part in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	19.5				
Letter of the Week: Zz	20.1	all, at, be	den, hen, men, pen, ten, pet, get, jet, let, met	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Zz. 2) Read and spell words with the short e. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	20.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events,

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				understanding, accuracy and at appropriate rate.	ideas, or pieces of information in a text. CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	20.3			Language Skills: 1) Match homonyms (e.g., knowing duck is a bird and learning the verb to duck).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	20.4			Writing: 1) Choose a non-fiction book from first semester, find another book on the same topic, and compare.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	20.5				
Letter and Phonics of the Week: Uu; short u					
	21.1	do, four, run	cut, but, hut, nut, cub, sun, rug, tub, bug, hug	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Uu. 2) Read and spell words with the short u. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

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					<p>CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
21.2			<p>Fluency:</p> <p>1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	
21.3			<p>Foundational Skills:</p> <p>1) Word Families- short o and u</p>	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	
21.4			<p>Writing:</p> <p>1) identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions)..</p>	<p>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.</p>	
21.5					

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Letter of the Week: Jj	22.1	get, good, have	dig, big, pig, wig, jig, dip, rip, sip, tip, lip	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Jj. 2) Read and spell words with the short i. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	22.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	22.3			Language: 1) Use the most	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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				frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	22.4			Writing: 1) Choose a fact on your non-fiction topic from one of your books and write it in a sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	22.5				
Letter of the Week: Kk	23.1	he, into, like	cot, dot, got, hot, lot, log, dog, hog, fog, jog	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Kk. 2) Read and spell words with the short o. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	23.2			Fluency: 1) Read weekly and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

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				Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	23.3			Language Arts: 1) Identify adjectives.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	23.4			Writing: 1) Choose a second fact on your non-fiction topic from one of your books and write it in a sentence.	CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	23.5				
Letter and Phonics of the Week: Qq; qu sound	24.1	Review words from weeks 19-23	Study and test on any words missed from weeks 19-23	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Q and q. 2) Read and spell review words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

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				<p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
24.2			<p>Fluency:</p> <p>1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>
24.3			<p>Language Arts:</p> <p>1) Understand and use question words (e.g., who, what, where, when, why, how).</p>	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
24.4			<p>Writing:</p> <p>1) Choose a third fact on your non-fiction topic from one of your books and write it in a sentence.</p>	<p>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.</p>
24.5				

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Letter of the Week: Yy</p>	<p>25.1</p>	<p>must, new, no</p>	<p>yak, yam, yes, yet</p>	<p>Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Yy. 2) Read and spell words that start with y. 3) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
	<p>25.2</p>			<p>Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>
	<p>25.3</p>			<p>Fluency: 1) Read weekly and Independent Reading stories with purpose and</p>	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>

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				understanding, accuracy and at appropriate rate.	
	25.4			Writing: 1) Write a concluding sentence for your research paragraph.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	25.5				
Letter of the Week: Xx	26.1	now, on, our	ox, box, fox, six, fix, mix, tax, wax	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Xx. 2) Read and spell words that end with x. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	26.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most

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					consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	26.3			Language Arts: 1) Match pictures and text.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	26.4			Writing 1) Identify the parts of a paragraph.	CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled words similarly by identifying the sounds of the letters that differ.
	26.5				
Phonics of the Week: th	27.1	that, there, pretty	bath, path, math, with, that, think	Phonics and Word Recognition: 1) Read and spell words with th. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
	27.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most

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				and at appropriate rate.	consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	27.3			Informational Text: 1) Ask and answer questions about key details from the weekly story..	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to,you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	27.4			Writing: 1) Share their research sentences with peers (classmates or friends) and ask for feedback.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	27.5				
Phonics of the Week: sh	28.1	she, they, saw	wish, dish, fish, dash, ship, shell	Phonics and Word Recognition: 2) Read and spell words with sh. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
	28.2			Fluency: 1) Read weekly and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

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				Independent Reading stories with purpose and understanding, accuracy and at appropriate rate..	<p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I</p>
	28.3			Informational Text: 1) Ask and answer questions about unknown words in a text.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	28.4			Writing: 1) Practice editing.	<p>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.</p>
	28.5				
Phonics of the Week: ch	29.1	ride, say, so	chin, chip, chop, much, such, rich	<p>Phonics and Word Recognition: 2) Read and spell words with ch. 3) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply</p>

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				some information about the topic. CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
29.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
29.3			Foundational Skills: 1) Isolate and pronounce the initial, medial vowel, and final sounds in CVC words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to,you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
29.4			Writing: 1) Practice revising.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
29.5				

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Phonics of the Week: wh	30.1	Review words from weeks 25-29	Study and test on any words missed from weeks 25-29	Phonics and Word Recognition: 2) Read and spell review words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	30.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	30.3			Foundational Skills: 1) Blend and segment onsets and rimes of single-syllable spoken words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	30.4			Writing: 1) Brainstorm fictional story ideas.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	30.5				

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Phonics of the Week: Long a; _a_e	31.1	soon, out, please	cane, mane, lane, bake, lake, make, rake, take	Phonics and Word Recognition: 2) Read and spell long a words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	31.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	31.3			Foundational Skills: 1) Associate the long sounds of vowels.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	31.4			Writing: 1) Choose 1 topic and draw and label the characters and setting.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	31.5				

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Phonics of the Week: Long e: Double e	32.1	ran, this, too	seed, feed, heel, peel, week, see, bee, eel	Phonics and Word Recognition: 2) Read and spell long e words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	32.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	32.3			Foundational Skills: 1) Associate the long sounds of vowels.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	32.4			Writing: 1) Complete the story map of pictures for the beginning, middle, and end of their fictional story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	32.5				

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Phonics of the Week: Long i; _i_e	33.1	white, under, was	dice, mice, nice, bike, hike, like, five, hive	Phonics and Word Recognition: 2) Read and spell long i words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I
	33.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	33.3			Language: 1) Edit a paragraph with mistakes.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	33.4			Writing: 1) Write the sentences for the beginning picture	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly

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				of their story (1-2).	spelled words by identifying the sounds of the letters that differ.
	33.5				
Phonics of the Week: Long o; _o_e	34.1	well, what, want	bone, pole, rose, hose, nose, cone, tone, robe	Phonics and Word Recognition: 2) Read and spell long o words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	34.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	34.3			Language: 1) Spell words phonetically.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

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	34.4			Writing: 1) Write the sentences for the middle picture of their story (1-2).	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	34.5				
Phonics of the Week: Long u; _u_e	35.1	who, will, yes	cube, tube, mule, cute, huge, mute, dune, June	Phonics and Word Recognition: 2) Read and spell long u words. 3) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	35.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	35.3			Language: 1) Review letters and	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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				sounds A-M.	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	35.4			Writing: Review words from weeks 31-35 Review words from weeks 31-35 1) Write the sentences for the ending picture of their story (1- 2).	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between spelled similarly words by identifying the sounds of the letters that differ.
	35.5				
Review all letters	36.1	Review words from weeks 31-35	Study and test on any words missed from weeks 31-35	Phonics and Word Recognition: Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
	36.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each

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					consonant.
	36.3			Language: 1) Review letters and sounds N-Z.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	36.4			Writing: 1) Create a cover for their story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	36.5				

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Module	LO#	Sight Words	Spelling Words	Objective(s)	Common Core State Standard(s)
Phonics of the Short	1.1	after, has, over, better	bat, sat, flat, that, ham, jam, slam, can, ran, than	1) Recognize, identify, read, and spell words with the short a sound. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	1.2			1) Read weekly and independent stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-Correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.
	1.3			1) Recognize common nouns.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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					<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	1.4			1) Recognize the parts of a sentence.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p>
	1.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: Short e	2.1	again, her, put	wet, pet, dent, sent, help, men, pen, ten, let, left	<p>1) Recognize, identify, read, and spell words with the short e sound.</p> <p>2) Recognize sight words</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>
	2.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.</p>

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					<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	2.3			1) Recognize proper nouns.	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.</p>
	2.4			1) Capitalize the beginning of sentence, proper nouns, and dates.	1) Capitalize the beginning of sentence, proper nouns, and dates.
	2.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: r Blends	3.1	an, him, round, shall	drop, drum, crib, crab, grab, gram, frog, from, trap, trim	<p>1) Recognize, identify, read, and spell words with the r-blends sound.</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details,</p>

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				and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
3.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
3.3			1) Recognize possessive nouns.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
3.4			1) Show possession by writing apostrophe s ('s).	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.

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	3.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: Short i	4.1	any, his, some, bring	pin, grin, did, lid, grid, rip, trip, grip, rim, trim	1) Recognize, identify, read, and spell words with the short i sound. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	4.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	4.3			1) Use correct ending	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial

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				punctuation.	vowel, and final sounds (phonemes) in spoken single-syllable words CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.
	4.4			1) Choose a topic and think of three facts; Understand purpose of paragraph	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	4.5				
Phonics of the Week: Short o	5.1	ask, how, stop, hurt	top, mop, stop, hot, shot, doll, log, blog, got, plot	1) Recognize, identify, read, and spell words with the short o sound. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	5.2			1) Read weekly and	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and

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			independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-Correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>
5.3			1) Use singular and plural nouns with matching verbs. (He hops, We hop)	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
5.4			1) Write a topic sentence for week 4's topic.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable Words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
5.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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Phonics of the Week: s Blends	6.1	Review words from weeks 1-5	sled, slip, slot, snap, snip, step, stub, still, spill, swan	1) Recognize, identify, read, and spell words with s-blends. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
	6.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.
	6.3			1) Use pronouns (e.g., I, me, my; they, them, their, anyone, everything).	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words

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					<p>with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	6.4			1) Write supporting sentences for paragraph.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	6.5				
Phonics of the Week: I Blends	7.1	as, just, take, show	clap, clam, clip, flag, flip, plan, plum, glad, slab, slam	<p>1) Recognize, identify, read, and spell words with I - blends.</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable</p>

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				words by blending sounds (phonemes), including consonant blends.
7.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
7.3			1) Use verbs to show past, present and future.	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
7.4			1) Write complete paragraph with work from weeks 4-6.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-</p>

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	7.5				syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: Short u	8.1	by, know, thank, carry	fun, sun, hut, bump, jump, plus, rug, tub, dust, must	1) Recognize, identify, read, and spell words with short u sound 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	8.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives
	8.3			1) Recognize and use adjectives	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable

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					<p>words</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	8.4			1) Recognize the beginning, middle, and end of a fiction story.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	8.5				
Phonics of the Week: sh, th	9.1	could, let, them, if, your	shop, ship, she, rush, dish, then, thin, bath, path, moth	<p>1) Recognize, identify, read, and spell words with “sh”</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant</p>

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				blends.
9.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
9.3			1) Recognize and use conjunctions (e.g., and, but, or, so, because).	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.</p>
9.4			1) Choose a story topic and draw and caption what will happen at the beginning, middle,	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>

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				and end.	
	9.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: ch, wh, ph	10.1	live, then, six	chip, chin, inch, watch, what, when, why, which, phonics, graph	1) Recognize, identify, read, and spell words with "ch." 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	10.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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	10.3			1) Recognize and use determiners	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	10.4			1) Write the beginning of the story mapped in week 9.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	10.5				
Phonics of the Week: Long i; _i_e	11.1	fly, may, think, clean	fine, file, rice, price, hide, life, time, like, bike, ride	<p>1) Recognize, identify, read, and spell words with long i sound spelled _i_e.</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with</p>

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				<p>accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>
11.2			<p>1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
11.3			<p>1) Recognize and use prepositions (e.g., during, beyond, toward).</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

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	11.4			1) Write the middle of the story mapped in week 9.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.
	11.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: Long a; _a_e	12.1	Review words from weeks 7-11	bake, cake, page, rage, ate, late, plate, date, state, tape	1) Recognize, identify, read, and spell words with long a; _a_e 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	12.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount

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					two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	12.3			1) Use commas in dates and to separate single words in a series.	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.
	12.4			1) Write the end of the story mapped in week 9.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	12.5				
Phonics of the Week: soft c, soft g, dge	13.1	from, of, walk, keep, friend	nice, cent, city, age, wage, gel, gem, edge ledge, wedge	1) Recognize, identify, read, and spell words with a soft c, g, and dge. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details,

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				and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
13.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
13.3			1) Use the context clues in a sentence to learn the meaning of a new vocab word.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
13.4			1) respond to questions and suggestions from peers, and add	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-

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				details to strengthen writing as needed.	syllable words.
	13.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
Phonics of the Week: ou and ow	14.1	give, old, were, small	loud, cloud, mouse, house, out, owl, down, town, now, how	1) Recognize, identify, read, and spell words with “ou” and “ow” 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	14.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
	14.3			Grammar: 1) Use	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial

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				frequently occurring affixes as a clue to the meaning of a word.	vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	14.4			1) Revise the story from weeks 9-13.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	14.5				
Phonics of the Week: oo and u	15.1	going, once, when, cut	foot, cook, look, good, noon, moon, room, food, goose, tooth	1) Recognize, identify, read, and spell words with "oo" and "u." 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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15.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences. CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
15.3			1) Recognize root words.	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
15.4			1) Edit the story from weeks 9-14.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p>
15.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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Phonics of the Week: Long o; _o_e	16.1	had, open, always, kind	close, hose, nose, those, chose, bone, phone, home, dome, globe	1) Recognize, identify, read, and spell words with the long o spelled _o_e. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	16.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self- correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	16.3			1) Sort words into categories (e.g., colors, clothing) .	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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					<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
	16.4			1) Rewrite the story from weeks 9-14.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	16.5				
Phonics of the Week: Long e: <u>e_e</u> and Long u: <u>u_e</u>	17.1	gave, these, around, start	these, eve, here, June, duke, rule, plume, use, cube, cute	<p>1) Recognize, identify, read, and spell words with long e spelled <u>e_e</u> and long u spelled <u>u_e</u> .</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>

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17.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-Correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
17.3			1) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>
17.4			1) Draw 3 pictures for story from weeks 9-15 and create a cover including a title and name of author/illustrator.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable Words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
17.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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Phonics of the Week: oi and oy	18.1	Review words from weeks 13-17	boil, soil, voice, choice, join, coin, boy, toy, joy, soy	1) Recognize, identify, read, and spell words with oi and oy. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	18.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.
	18.3			1) Identify real-life connections between words and their use (e.g., note places at home that are cozy).	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically,

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					drawing on phonemic awareness and spelling conventions.
	18.4			1) Complete a rubric for personal story.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	18.5				

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Module	LO #	Sight Words	Spelling Words	Objective(s)	Common Core State Standard(s)
Phonics of the Week: Long a: ai and ay	19.1	goes, those, done, been	mail, rain, plain, train, chain, day, today, say, play, maybe	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with long a spelled ai and ay. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.
	19.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives

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	19. 3			Grammar: 1) Identify nouns, verbs, and adjectives..	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	19. 4			Writing: 1) Identify if a statement is a fact or opinion..	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	19. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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Phonics of the Week: Long e: ee, ea	20.1	green, upon, laugh, because	see, need, green, keep, eat, each, read, please, clean, team	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with long e spelled ee and ea. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	20.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate..	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	20. 3			<p>Reading; Foundational Skills: 1) Use correct commas and ending punctuation.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.</p>
	20. 4			<p>Writing: 1) Choose an opinion topic and create a web.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	20. 5				

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Phonics of the Week: End blends- nk and ng	21.1	its, us, before, ten	wink, sink, rink, link, blink, ring, sing, sting, sling, thing	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with ending blends- nk and ng. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	21.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

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	21. 3			Language: 1) Recognize and spell common words with consonant digraphs..	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	21. 4			Writing: 1) Write a topic sentence for opinion paragraph.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	21. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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Phonics of the Week: ey and y	22.1	many, very, made, use	any, every, very, many, tiny, only, key, honey, money, monkey	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with the endings- ey and y. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
	22.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	22. 3			Language: 1) Recognize the differences in meanings between similar verbs (e.g., look, peek, glance, stare, glare, scowl)..	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	22. 4			Writing: 1) Write the supporting facts in sentence form.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	22. 5				

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Phonics of the Week: Long o: oa, oe, ow	23.1	best, draw, both, light	boat, coat, float, toe, goes, bow, row, tow, low, slow	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with the endings- long o spelled oa, oe, ow. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	23.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	23. 3			Language: 1) Recognize the differences in intensity between similar adjectives (e.g., large, gigantic).	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	23. 4			Writing: 1) Write a concluding sentence.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	23. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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Phonics of the Week: Long i: igh, ie, y	24.1	Review words from Modules 19-23	light, might, night, fight, right, lie, tie, cry, dry, my	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with Long i: igh, ie, y. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	24.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because). CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	24. 3			Grammar: 1) Recognize and use conjunctions.	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	24. 4			Writing: 1) Complete an opinion paragraph.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	24. 5				

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Phonics of the Week: ar	25.1	off, wash, buy, today	far, car, cart, apart, star, harp, arm, farm, mark, park	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with "ar." 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	25.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.

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	25. 3			Literature- 1) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	25. 4			Writing: 1) Choose a topic to research.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	25. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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Phonics of the Week: ur, er, ir	26.1	or, which, call, drink	curl, curb, hurt, her, verb, never, clever, girl, first, shirt	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with ur, er, and ir. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	26.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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	26. 3			Literature- 1) Identify the major differences between fiction and non- fiction	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	26. 4			Writing: 1) Write three questions for research paragraph.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	26. 5				

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Phonics of the Week: ck, k	27.1	pull, why, cold, long, far	ask, elk, snack, pack, rack, block, clock, rock, truck, duck	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words ending with ck and k. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.
	27.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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	27. 3				<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
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1st Grade Language Arts B Syllabus

	27 4			<p>Writing: 1) Research and write the answer for their first research question.</p> <p>Informational Text: 1) Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text. 2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text using text features.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	27 5				<p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>

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Phonics of the Week: ing and ed	28.1	read, wish, does, together, never	jumping, resting, kicking, helping, wishing, jumped, rested, kicked, helped, wished	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words ending with ing and ed. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	28.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

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28. 3			<p>Literature-</p> <p>1) Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
28. 4			<p>Writing:</p> <p>1) Research and write the answer for their second research question. Informational Text:</p> <p>1) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
28. 5				

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Phonics of the Week: double consonants	29.1	right, work, about, eight, full	tell, call, fall, pull, full, carry, better, dinner, supper, batter	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with double consonants 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
	29.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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	29.3			<p>Literature- 1) Read poetry.</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	29.4			<p>Writing: 1) Research and write the answer for their third research question. Informational Text: 1) Compare and contrast two texts.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	29.5				<p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>

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Phonics of the Week: s and es	30.1	Review words from Modules 25-29	lights, coats, snacks, rocks, keys, parks, watches, dishes, inches, boxes	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words that end with s and es. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.
	30.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	30. 3			Literature- 1) Compare and contrast the experiences of characters in weekly stories. 2) Identify who is telling a story.	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	30. 4			Writing: 1) Write a topic and a concluding sentence for the research paragraph.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.
	30. 5				

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Phonics of the Week: au and aw	31.1	sing, would, fast, much, only	haul, fault, pause, cause, paw, jaw, claw, yawn, draw, hawk	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with au and aw. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	31.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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	31. 3			<p>Foundational Skills-</p> <p>1) Count number of syllables in spoken words.</p> <p>2) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	31. 4			<p>Writing:</p> <p>1) Revise research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	31. 5				<p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>

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Phonics of the Week: kn, gn, wr	32.1	sit, write, first, try, got	knit, knob, knot, know, gnat, gnaw, wrap, wrist, write, wrench	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with kn, gn, wr. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	32.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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	32. 3			<p>Speak/Listen:</p> <p>1) Add drawings with descriptions to clarify ideas and thoughts.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.</p>
	32. 4			<p>Writing:</p> <p>1) Edit the research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	32. 5				

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Phonics of the Week: er, est	33.1	five, own, hold, their	cuter, longer, softer, faster, louder, cutest, longest, softest, fastest, loudest	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words ending with er and est. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	33.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

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	33. 3			<p>Informational Text: 1) Describe the connection between two pieces of information in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	33. 4			<p>Writing: 1) Complete research paragraph and a resources page.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	33. 5				<p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>

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Phonics of the Week: Compound words	34.1	tell, found, fall, myself, grow	bobcat, sunset, eyelid, someone, somebody, icebox, outrun, myself, herself, himself	Phonics and Word Recognition: 1) Recognize, identify, read, and spell compound words. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
	34.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.

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	34. 3			<p>Foundational Skills-</p> <p>1) Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	34. 4			<p>Writing:</p> <p>1) Complete a rubric for research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	34. 5				

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Phonics of the Week: Contractions	35.1	don't, seven, warm, pick, sleep	it's, he's, she's, I'll, he'll, she'll, we'll, I'm, I'd, I've	Phonics and Word Recognition: 1) Recognize, identify, read, and spell contractions. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.
	35.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	35. 3			<p>Informational Text:</p> <p>1) Identify the reasons an author gives to support points in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	35. 4			<p>Writing:</p> <p>1) Write the answer to this question: What did you learn in 1st grade?</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	35. 5				<p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>

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Phonics of the Week: Contractions II	36.1	Review words from Modules 31-35	can't, don't, won't, isn't, hasn't, hadn't, haven't, aren't, you'll, you're	Phonics and Word Recognition: 1) Recognize, identify, read, and spell contractions. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	36.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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	36. 3			<p>Writing: 1) Write the answer to this question: What experiences did you have in 1st grade? (Including an exclamatory sentence.)</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	36. 4				<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one- syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p>
	36. 5				

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Your Family	1.1	a can funny is make play	little tap blue sat look three	special said their because teach quickly	1. Identify words with short -a- sound 2. Construct sentences with vocabulary words 3. Construct sentences 4. Identify complete sentences 5. Read pre-primer sight words	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	1.2	the we	pad find jam funny	kindergarten school knew copied write	1. Identify words with the short -a- sound 2. Construct sentences with vocabulary words 3. Identify complete sentences 4. Compare morning routines	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	1.3			breakfast would doesn't	1. Write rhyming words with the short -a- sound 2. Complete the sentence with a sight word. 3. Read a story about the Ross family 4. Revise comparison paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	1.4				1. Write a rhyme with short -a- words 2. Write complete sentences with sight words 3. Compare the Ross family and the Swing family 4. Edit comparison paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	1.5				1. Write a rhyme with short -a- words 2. Write complete sentences with sight words 3. Compare the Ross family and the Swing family 4. Edit comparison paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Family Fun	2.1	all be did good must our ride net soon	peg must pen went met please net fed want	clothes counting answers picture brought beautiful	1. Identify words with the short -e- sound 2. Read primer sight words 3. Identify the subject of sentences 4. Determine the meaning of new vocabulary words 5. Brainstorm to write informative text	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	2.2				1. Write CVC words with the short -e- sound 2. Use reading vocabulary in sentences 3. Demonstrate text comprehension 4. Write a first draft of a paragraph 5. Decode and use sight words	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	2.3				1. Write words with the short -e- sound 2. Decode sight words 3. Distinguish informational and narrative text 4. Compose sentences with given subjects 5. Strengthen writing by revising	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	2.4				1. Match short -e- rhymes 2. Identify the story setting 3. Write sentences with given subject 4. Read and use sight words in sentences 5. Edit a paragraph	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	2.5				1. Spell sight words and phonics words 2. Use vocabulary words as subjects in sentences 3. Describe how you read 4. Publish your family fun paragraph	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Bedtime	3.1	at now but pretty four	kit was get win fin	squeak listened each thought trouble	1.Read sight words 2.Identify the short -l sound in words 3.Identify vocabulary words in context 4.Explain your bedtime routine 5.Identify the predicate in a sentence	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	3.2	she into they	ate came him like lip	lively	1.Write words with the short -i- medial sound 2.Use vocabulary words in sentences 3.Demonstrate comprehension of "Bedtime" 4.Identify predicates in sentences 5.Write the first draft of bedtime routine paragraph	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	3.3				1 Spell short -i- words 2. Read sight words 3. Read informational text 4. Distinguish subjects and predicates 5. Revise paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	3.4				1. Match short -i- rhymes 2. Write sentences with given predicate 3. Identify words that show order 4. Read a poem 5. Read and use sight words in sentences	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	3.5				1. Spell sight words and phonics words 2. Use vocabulary words as subjects in sentences 3. Describe how you read 4. Publish your bedtime routine paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Fall Fun	4.1	on ran so this well will	fog hut but on ran this	mountains know attention brightest department leaves	1. Identify the short -o- sound in words 2. Identify the short -u- sound in words 3. Read sight words 4. Identify vocabulary words in context 5. Visualize as a reading strategy 6. List the characteristics of a paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	4.2		well will after from	snow ready children	1. Write words with the short -o- and -u- medial sound 2. Use vocabulary words in sentences 3. Demonstrate comprehension of "Fall" 4. Write the first draft of a structured paragraph 5. Distinguish declarative and interrogative sentences	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	4.3				1. Distinguish the short -o- and short -u- sounds 2. Read sight words 3. Identify paragraph structure in informational text 4. Compose questions 5. Revise a paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	4.4				1. Distinguish rhymes with short -o- and short -u- 2. Distinguish declarative and interrogative sentences 3. Identify vocabulary words in context 4. Use sight words in sentences	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	4.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Format declarative sentences and questions 3. Describe how you read 4. Publish your best fall day paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Farm Visit	5.1	know old round them when	cake round them pail again	could won't waited didn't board	<ol style="list-style-type: none"> 1. Use the CVVC and CVCe pattern to identify words with the long -a- sound 2. Read sight words 3. Brainstorm a "how to" paragraph 4. Identify common and proper nouns 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p>
	5.2	again	tape give him raid fate	Mr. heard minute	<ol style="list-style-type: none"> 1. Write words with the long -a- sound 2. Use vocabulary words in sentences 3. Demonstrate comprehension of "The Pumpkin Patch" 4. Write the first draft of your "how to" paragraph 5. Identify nouns in sentences 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RL.1 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	5.3				<ol style="list-style-type: none"> 1. Distinguish the long -a- sound 2. Read sight words 3. Read "How to Grow a Pumpkin" 4. Revise "how to" paragraph 5. Demonstrate use of proper nouns 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	5.4				<ol style="list-style-type: none"> 1. Distinguish long -arhymes 2. Identify the appropriate sight word 3. Locate vocabulary words 4. Distinguish common and proper nouns 5. Edit "how to" paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	5.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Distinguish common and proper nouns 3. Describe how you read 4. Publish your "how to" paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
	6.1	then with an could going his	could going his road think hide with open rope	Dr. already office climbed higher flu people healthy	<ol style="list-style-type: none"> 1. Use CVVC and CVCe patterns to spell words with the long -i-, -o-, and -u-sounds 2. Read sight words 3. Make connections as you read 4. Distinguish singular and plural nouns 5. Identify research steps 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p>
	6.2				<ol style="list-style-type: none"> 1. Write words with the long -i-, -o-, and -u-sounds 2. Use vocabulary words in sentences 3. Demonstrate comprehension of "Ben and Meg Go to the Dentist" 4. Use "s" or "es" to form plural nouns 5. Write the first draft of "research" paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Dentist Visit	6.3				1.Distinguish long -i-, -o-, and -u- sounds 2.Read sight words 3.Read informational text 4.Distinguish singular and plural nouns 5.Revise a paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	6.4				1.Distinguish rhymes with long -i-, -o-, and -u- sounds 2.Clarify singular and plural nouns and sentences 3.Use sight words in sentences 4.Identify vocabulary words in context 5.Edit a paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	6.5				1. Use CVVC and CVCe patterns to spell words with the long -i-, -o-, and -u-sounds 2. Spell sight words 3. Identify singular and plural nouns 4. Describe how you read 5. Publish your "job" paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	7.1	any has over take	read thank seed beat were take over	vegetable crocheting decided wondered carrying knitting right	1. Identify the long e sound in words 2. Read sight words 3. Identify vocabulary words in context 4. Identify collective nouns 5. Define the elements of a story 6. Brainstorm ideas for a story about grandparents	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2L.1a a. Use collective nouns (e.g., group).
	7.2		feet seat how		1. Write words with the long e sound 2. Demonstrate comprehension of "Grandmother's House" 3. Substitute collective nouns in sentences 4. Write a first draft	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2L.1a a. Use collective nouns (e.g., group).
	7.3				1. Read sight words 2. Identify the elements of a story 3. Read "Little Red Riding Hood" 4. Use collective nouns in sentences 5. Revise a story 6. Match long e homonyms	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2L.1a a. Use collective nouns (e.g., group).
	7.4				1. Match long e rhymes 2. Write sentences with given collective nouns 3. Use sight words in sentences 4. Identify vocabulary words in context 5. Edit a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2L.1a a. Use collective nouns (e.g., group).
	7.5				1. Spell sight words and phonics words 2. Use collective nouns in sentences 3. Describe how you read 4. Publish a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2L.1a a. Use collective nouns (e.g., group).

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	8.1	every had may put fly just	walk goal every just fly rice	don't couldn't weight magnifying science enough	1. Identify the hard "c" and "g" and the soft "c" and "g" sounds 2. Read sight words 3. Identify vocabulary words in context 4. Capitalize proper names 5. Brainstorm elements for a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.L.2a. Capitalize holidays, product names, and geographic names.
	8.2	of walk	may cone put	guess eyes cocoa towards through	1. Write words with the hard and soft "c" and "g" sounds 2. Use sight words in sentences 3. Define vocabulary words 4. Demonstrate comprehension of "Snow" 5. Capitalize proper names in sentences 6. Write the first draft of a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.L.2a. Capitalize holidays, product names, and geographic names.
	8.3				1. Read sight words 2. Use vocabulary words in sentences 3. Read words with hard and soft "c" and "g" 4. Revise a story 5. Capitalize proper nouns in sentences	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.L.2a. Capitalize holidays, product names, and geographic names.
	8.4				1. Reread to identify vocabulary words 2. Identify words with the hard and soft "c" and "g" medial sound. 3. Use sight words in sentences 4. Edit a story 5. Write sentences with proper nouns.	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.L.2a. Capitalize holidays, product names, and geographic names.
	8.5				1. Spell words with hard and soft "c" and "g" 2. Spell sight words 3. Use vocabulary words in sentences 4. Capitalize proper nouns in sentences 5. Publish a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.L.2a. Capitalize holidays, product names, and geographic names.
	9.1	always best does found made read tell	chin made dish your found whim tell	adventures learned explained barrels education ski ice	1. Identify words with the "ch", "th", "wh", and "sh" sounds 2. Read sight words 3. Identify vocabulary words in context 4. Brainstorm elements for a poem about snow 5. Review nouns.	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	9.2	us why your	does always bath	square	1. Write words with the "ch", "sh", "wh" and "th" sounds 2. Define vocabulary words 3. Use sight words in sentences 4. Demonstrate comprehension of "Winter Fun" 5. Identify nouns in text 6. Write the first draft of a winter poem	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	9.3				1. Spell words with the "ch", "sh", "wh", and "th" sounds 2. Read sight words 3. Define vocabulary words 4. Classify nouns in text 5. Revise poem	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	9.4				1. Match rhyming words with the "ch", "sh", "th", and "wh" 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Identify nouns in text 5. Edit poem	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	9.5				1. Spell sight words with the "ch", "sh", "th", and "wh" sounds 2. Use vocabulary words in sentences 3. Describe how you read 4. Classify nouns 5. Publish a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF.4a. Read on-level text with purpose and understanding. 2RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Cooking Fun	10.1	around both don't gave many right their use with	around tank right sent many wink gave paint their	syrup sugaring painting questions eager showed although ground	1. Identify the "nd", "nk", and "nt" endings. 2. Read sight words 3. Identify vocabulary words in context 4. Identify verbs in sentences 5. Brainstorm reasons you like your favorite foods	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	10.2				1. Write words with the "nd", "nk", and "nt" ending sounds 2. Define vocabulary words 3. Use sight words in sentences 4. Demonstrate comprehension of "Maple Syrup" 5. Identify verbs in text 6. Write a story about your favorite food	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	10.3				1. Read sight words 2. Define vocabulary words 3. Revise story about your favorite food 4. Spell words with the "nd", "nt" and "nk" ending sounds 5. Identify action verbs and helping verbs in text 6. Demonstrate comprehension of a short story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	10.4				1. Use sight words in sentences 2. Identify verbs in text 3. Edit a story 4. Read words with the "nd", "nk", and "nt" ending sounds. 5. Define vocabulary words	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	10.5				1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Identify verbs in text 4. Publish a story 5. Summarize what you read	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.3 Describe how characters in a story respond to major events and challenges.
	11.1	because but fast goes off sing these very work	gift lamp because sing back soft text these duck off	thousands distance rounded tongues can't easier	1. Identify the "ft", "xt", "mp", and "ck" ending sounds in words 2. Read sight words 3. Identify vocabulary words in context 4. Distinguish facts and opinions 5. Find information about the butterfly cycle using a search engine 6. Identify "to be" verbs.	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	11.2				1. Write words with the "ft", "xt", "mp", and "ck" ending sounds 2. Define vocabulary words 3. Use sight words in sentences 4. Distinguish action verbs and "to be" verbs in text 5. Write information about the butterfly cycle	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Cycles	11.3				<ol style="list-style-type: none"> 1. Spell words with the "ft", "xt", "mp", and "ck" ending sounds 2. Read sight words 3. Define vocabulary words 4. Identify the steps in the frog cycle 5. Revise informational text about the butterfly cycle 6. Distinguish linking verbs and helping verbs 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	11.4				<ol style="list-style-type: none"> 1. Read words with the "ft", "xt", "mp", and "ck" ending sounds 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Distinguish action verbs and "to be" verbs in text 5. Edit informational text 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	11.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Describe how you read 4. Classify verbs 5. Publish a story 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.3 Describe how characters in a story respond to major events and challenges.
Getting Creative	12.1	been call first green or sit	walking those would played green first	general might crowded years friendly groceries	<ol style="list-style-type: none"> 1. Identify the "ed" and "ing" ending sounds in words 2. Read sight words 3. Identify vocabulary words in context 4. Identify tense in sentences 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	12.2	those wash would	saying wash wanted call	choose wallet least sign videos laugh	<ol style="list-style-type: none"> 1. Define vocabulary words 2. Use sight words in sentences 3. Demonstrate comprehension of "Afternoon Treat" 4. Distinguish verbs in past and present tense 5. Write information about a piece of art 6. Distinguish the sound of the "ed" ending 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	12.3				<ol style="list-style-type: none"> 1. Spell words with the "ed" and "ing" ending 2. Read sight words 3. Define vocabulary words 4. Distinguish tense in verbs 5. Read a biography 6. Revise informational text about an artist 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	12.4				<ol style="list-style-type: none"> 1. Distinguish the sounds of "ed" in words 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Distinguish the tense of verbs in sentences 5. Edit informational text 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	12.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Classify verbs 4. Summarize text 5. Publish a story 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.
	13.1	before cold five its pull	before pull watches goes which	No New Vocab Fluency Practice	<ol style="list-style-type: none"> 1. Use rule to add "s" to verbs 2. Read sight words 3. Identify vocabulary words in context 4. Read "Sharing" 5. Write about Ben and Meg 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Character	13.2	sleep upon which write	sleep write its fixes		<ol style="list-style-type: none"> 1. Spell verbs with the "s" or "es" ending 2. Identify sentences with the correct subject - verb agreement 3. Demonstrate an understanding of "Sharing" 4. Use a dictionary to find information about a word 5. Write a book report 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2L.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	13.3				<ol style="list-style-type: none"> 1. Spell verbs with the "s" or "es" ending 2. Write sentences with correct subject - verb agreement 3. Read "The Talkative Tortoise" 4. Use a dictionary to define words 5. Explain the meaning of an idiom 6. Revise a book report 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2L.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	13.4				<ol style="list-style-type: none"> 1. Spell verbs with the "s" or "es" ending 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Identify sentences with the correct subject - verb agreement 5. Reread to identify vocabulary words 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	13.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Summarize text 4. Identify correct subject - verb agreement 5. Publish your book report 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.
Animal	14.1	find said look yellow see where	ground flower loud blow flour out towel tow ouch grow	orange wondered meowed California gently accident anywhere excited	<ol style="list-style-type: none"> 1. Unscramble letters to spell sight words 2. Read "The Family" 3. Identify the role of commas and quotations in dialog 4. Brainstorm ideas for a conversation between two or more people 5. Identify words with the "ow" and "ou" vowel sounds 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	14.2				<ol style="list-style-type: none"> 1. Unscramble sight words 2. Define vocabulary words 3. Demonstrate comprehension of "The Family" 4. Punctuate dialogue 5. Write first draft of a dialogue 6. Write words with the "ow" and "ou" sounds. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	14.3				<ol style="list-style-type: none"> 1. Unscramble sight words 2. Use vocabulary words in sentences 3. Punctuate dialogue 4. Revise a dialog 5. Read "The Gingerbread Man" 6. Distinguish the "ow" and "ou" sounds in words 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	14.4				<ol style="list-style-type: none"> 1. Spell words with the "ow" and "ou" sounds. 2. Unscramble sight words 3. Find vocabulary words in text 4. Punctuate dialogue 5. Edit dialogue 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	14.5				<ol style="list-style-type: none"> 1. Spell words with the "ow" and "ou" sounds 2. Unscramble sight words 3. Summarize text 4. Punctuate dialogue 5. Publish a dialogue 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animal Helpers	15.1	but mace eat please for tub came	i'm it's can't didn't don't he's she's	squirrel yelped terrible tomato skunk hungry spread	1. Identify and read contractions 2. Unscramble sight words 3. Read vocabulary words in context 4. Read "Bobby's Stinky Adventure" 5. Identify familiar verbs in future tense 6. Brainstorm ideas for planning a picnic	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2L 2c. Use an apostrophe to form contractions and frequently occurring possessives.
	15.2	ate get tea	wasn't won't haven't		1. Match contractions to words 2. Unscramble sight words 3. Define vocabulary words 4. Answer questions about "Bobby's Stinky Adventure" 5. Sort past, present, and future tense verbs 6. Write first draft of picnic plans	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2L 2c. Use an apostrophe to form contractions and frequently occurring possessives.
	15.3				1. Change words into contractions 2. Unscramble sight words 3. Define vocabulary words 4. Read nonfiction text about skunks 5. Write sentences with future tense verbs 6. Revise draft of picnic plans	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L 2c. Use an apostrophe to form contractions and frequently occurring possessives.
	15.4				1. Use contractions in sentences 2. Unscramble sight words 3. Locate vocabulary words in text 4. Write sentences with future tense verbs 5. Edit draft of picnic plans	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L 2c. Use an apostrophe to form contractions and frequently occurring possessives
	15.5				1. Spell contractions 2. Unscramble sight words 3. Use vocabulary words in sentences 4. Summarize "Bobby's Stinky Adventure" 5. Write sentences with future tense verbs 6. Publish draft of picnic plans	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L 2c. Use an apostrophe to form contractions and frequently occurring possessives
Animal Babies	16.1	ask form her give after from him	dirt nurse perk skirt surf germ third turn intern birthday	lonely adopted arrived leash strangers scratched chew	1. Read words with the -er-, -ir-, and -ur-endings 2. Unscramble sight words 3. Read vocabulary words 4. Describe when to place commas in lists 5. Brainstorm ideas for a story from an animal's point of view	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	16.2				1. Spell words with er, ir, or ur in the middle 2. Unscramble sight words 3. Define vocabulary words 4. Demonstrate comprehension of "Pixie's New Home" 5. Place commas in lists of items 6. Write first draft of story from dog's point of view	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	16.3				1. Spell words with the "er", "ur", and "ir" middle sounds 2. Unscramble sight words 3. Add commas to lists 4. Read nonfiction text about puppy care 5. Revise your story from a dog's point of view	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animals Eat	16.4				<ol style="list-style-type: none"> 1. Spell words with the "er", "ir", and "ur" in the middle 2. Compose sentences with commas in lists 3. Unscramble sight words 4. Match vocabulary words to text 5. Edit story from dog's point of view 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	16.5				<ol style="list-style-type: none"> 1. Spell words with "er", "ir", or "ur" in the middle 2. Unscramble sight words 3. Use vocabulary words in sentences 4. Summarize text 5. Write sentences with commas in lists 6. Publish a story from an animal's point of view 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.
	17.1	those fast pull us buy use	unhappy repaint unlock refill reread untie replay undo untrue rewrite	walnut circles enjoying excitement clever	<ol style="list-style-type: none"> 1. Identify and spell words with prefixes. 2. Unscramble letters to spell sight words. 3. Read vocabulary words. 4. Read our chapter, "Crow Has a Snack." 5. Identify singular and plural pronouns. 6. Brainstorm how an animal eats. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RF.3d. Decode words with common prefixes and suffixes. 2L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	17.2				<ol style="list-style-type: none"> 1. Write spelling words with prefixes. 2. Unscramble sight words. 3. Define vocabulary words. 4. Demonstrate comprehension of "The Crow Has a Snack." 5. Edit with singular and plural pronouns. 6. Write the first draft of animal paragraph. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RF.3d. Decode words with common prefixes and suffixes. 2L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	17.3				<ol style="list-style-type: none"> 1. Write spelling words correctly. 2. Unscramble sight words. 3. Distinguish vocabulary words in context. 4. Correctly use singular and plural pronouns. 5. Revise rough draft of a paragraph. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RF.3d. Decode words with common prefixes and suffixes. 2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
17.4				<ol style="list-style-type: none"> 1. Spell words with prefixes. 2. Unscramble sight words. 3. Identify vocabulary in context. 4. Distinguish singular and plural pronouns. 5. Edit a paragraph. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RF.3d. Decode words with common prefixes and suffixes. 2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	
17.5				<ol style="list-style-type: none"> 1. Spell words with prefixes. 2. Unscramble sight words. 3. Summarize text. 4. Distinguish singular and plural pronouns. 5. Publish a final copy. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges. 2RF.3d. Decode words with common prefixes and suffixes. 2L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	18.1	on ran so this well	tape robe tube hide week leaf beak dogs foxes dishes	porch gopher tunnel chewed butterfly tiny joyfully	<ol style="list-style-type: none"> 1. Identify and spell words with a long vowel and silent e pattern. 2. Distinguish sight words. 3. Read vocabulary words. 4. Read our chapter "Pixie's Surprise." 5. Review nouns, verbs, and pronouns. 6. Brainstorm a how to writing topic. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	18.2				<ol style="list-style-type: none"> 1. Identify and spell words with one long vowel and one silent vowel. 2. Match vocabulary words. 3. Review sight words. 4. Answer comprehension questions for "Pixie's Surprise." 5. Distinguish nouns, pronouns, and verbs. 6. Prepare to write rough draft using graphic organizer. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	18.3				<ol style="list-style-type: none"> 1. Identify plural nouns. 2. Write spelling words. 3. Distinguish vocabulary words. 4. Read nonfiction how to piece. 5. Unscramble sight words. 6. Identify nouns, pronouns, and verbs in a sentence. 7. Write a how to rough draft. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	18.4				<ol style="list-style-type: none"> 1. Review spelling patterns. 2. Write sight words. 3. Use vocabulary words to complete sentences. 4. Reread "Pixie's Surprise." 5. Identify nouns, pronouns, and verbs from our story. 6. Revise and edit how to writing piece. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	18.5				<ol style="list-style-type: none"> 1. Spell words with patterns. 2. Write sight words. 3. Summarize text. 4. Identify nouns, pronouns, and verbs. 5. Publish a final copy. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges. 2SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animal Food	19.1		around crisp dangerous dozen everyone inside medium pizza seldom	favorite figured cluster cantaloupe disappointing medium tough naughty juicy	<ol style="list-style-type: none"> 1. Identify the schwa vowel sound in words. 2. Read regular and irregular spelling words. 3. Read "Favorite Foods." 4. Identify possessive nouns. 5. Brainstorm food that you dislike. 6. Define vocabulary words 	<p>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	19.2		tough curious comma naughty juicy favorite		<ol style="list-style-type: none"> 1. Distinguish words with the schwa sound 2. Unscramble spelling words 3. Examine vocabulary words 4. Answer text dependent questions about "Favorite Foods" 5. Use the appropriate pronoun in a sentence 6. Write about your least favorite food 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	19.3				<ol style="list-style-type: none"> 1. Write sentences with irregular words. 2. Review sight words. 3. Distinguish possessive pronouns. 4. Define vocabulary words. 5. Read and answer text dependent questions. 6. Write questions to prepare for a conversation. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>
	19.4				<ol style="list-style-type: none"> 1. Use possessive pronouns in sentences. 2. Reread "Favorite Foods" to locate vocabulary words. 3. Ask clarifying questions in a conversation. 4. Identify words with the schwa sound. 5. Practice spelling words. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>
	19.5				<ol style="list-style-type: none"> 1. Order words alphabetically. 2. Spell words accurately. 3. Summarize text. 4. Write sentences with vocabulary words in context. 5. Discuss the rules of conversation. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
	20.1		silly apply collar butterfly buy tiny	filthy busily quietly uncomfortable haircut groomer	<ol style="list-style-type: none"> 1. Identify long e and y words. 2. Alphabetize spelling words. 3. Read vocabulary words in context. 4. Read "Bobby and Pixie Have a Bath." 5. Identify reflexive pronouns. 6. Brainstorm a job with animals. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>
	20.2		reply owner penny baby tongue rinse supply		<ol style="list-style-type: none"> 1. Distinguish words that end in y with long e sound. 2. Write spelling words. 3. Define vocabulary words 4. Identify a reflexive pronoun in text. 5. Write a rough draft of an informative paragraph. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	20.3		lullaby wagged try		<ol style="list-style-type: none"> 1. Spell words with y as long i pattern 2. Identify sight words. 3. Read "Veterinarian" 4. Identify reflexive pronouns in sentences 5. Revise an informative paragraph 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Ani	20.4				1. Unscramble words with pattern ending in y with long i sound 2. Match vocabulary words to definitions. 3. Locate vocabulary words in "Bobby and Pixie Have a Bath." 4. Identify reflexive pronouns to complete sentences. 5. Edit informative paragraph.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams.
	20.5				1. Spell words ending in y that have a long e and long i sound. 2. Find text evidence from "Bobby and Pixie Have a Bath." X 3. Create vocabulary sentences. 4. Identify and create reflexive pronouns in sentences. 5. Publish an informative paragraph on job with animals.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RF.4a Read on-level text with purpose and understanding. 2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Lost and Found	21.1		yard cardboard hard carpet sharp far darkness party barked haircut anywhere park starfish farm bookmark	rescue worried themselves thought crouched covered usually	1. Identify -ar pattern in words. 2. Identify compound spelling words. 3. Read vocabulary words in context. 4. Read our story "The Rescue." 5. Identify "to be" verbs. 6. Brainstorm a problem/solution for a paragraph.	2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		21.2			1. Unscramble words with -ar pattern. 2. Alphabetize spelling words. 3. Define vocabulary words. 4. Answer comprehension questions on our story "The Rescue." 5. Identify "to be" verbs in text. 6. Write a rough draft of a problem/solution paragraph.	2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		21.3			1. Spell words with the -ar pattern. 2. Match words to create a compound word 3. Identify sight words in a larger word. 4. Read vocabulary in text. 5. Read our nonfiction story, "Lost." 6. Unscramble "to be" sentences. 7. Revise a problem/solution paragraph.	2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	21.4				<ol style="list-style-type: none"> 1. Identify the -ar word to complete a sentence. 2. Spell our words using clues. 3. Match vocabulary words. 4. Look up definitions in a dictionary. 5. Identify the "to be" verb to complete a sentence. 6. Edit a problem/solution paragraph. 	<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	21.5				<ol style="list-style-type: none"> 1. Spell words with the -ar pattern. 2. Spell compound words. 3. Create vocabulary sentences. 4. Find text evidence from "The Rescue." 5. Identify and create "to be" verbs in sentences. 6. Publish a problem/solution paragraph. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	22.1		bore pounce chore recycle before evening explore racehorse	evening wrapper cardboard recycle pounce kitchen grown	<ol style="list-style-type: none"> 1. Identify the "-ore" ending sound in words. 2. Read regular and irregular spelling words. 3. Read "Habits". 4. Analyze compound words. 5. Define vocabulary words. 6. Brainstorm your family's habits. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>
	22.2		ignore armchair habit cardboard wheelchair hourglass snore		<ol style="list-style-type: none"> 1. Identify words with the -ore sound. 2. Unscramble spelling words. 3. Examine vocabulary words. 4. Answer text dependent questions about "Habits". 5. Write a rough draft of a three paragraph essay. 6. Distinguish phrases and sentences. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	22.3				<ol style="list-style-type: none"> 1. Review sight words. 2. Read and take notes. 3. Read and answer text dependent questions. 4. Examine a dictionary entry. 5. Revise three paragraphs. 6. Practice spelling words. 	1

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	22.4				<ol style="list-style-type: none"> 1. Unscramble words with the -ore ending sound. 2. Practice spelling words. 3. Locate vocabulary words in "Habits". 4. Match vocabulary words to definitions. 5. Edit paragraphs about habits. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
	22.5				<ol style="list-style-type: none"> 1. Put spelling words in alphabetical order. 2. Spell words for a test. 3. Retell "Habits". 4. Have a conversation about your habits 5. Distinguish phrases and sentences. 6. Publish paragraphs about family habits. 7. Identify vocabulary words in context. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>2SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> <p>2SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade2 Language standards 1 and 3 for specific expectations.</p>
	23.1		busy busier busiest shorter shortest late later latest fat fatter fattest easy against worse exam	against worse infection exam waiting medicine	<ol style="list-style-type: none"> 1. Identify comparing adjectives. 2. Alphabetize spelling words. 3. Read vocabulary words in context. 4. Read our story, "Pixie Goes to the Vet." 5. Identify adjectives. 6. Brainstorm describing a community job. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>
	23.2		fat fatter fattest easy against worse exam		<ol style="list-style-type: none"> 1. Unscramble spelling words X 2. Read vocabulary definitions. 3. Answer text dependent questions about "Pixie Goes to the Vet." 4. Sort comparing adjectives. 5. Write a rough draft describing a community job. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	23.3				<ol style="list-style-type: none"> 1. Write spelling words. 2. Review sight words. 3. Distinguish adjectives. 4. Read vocabulary words in context. 5. Read and answer text dependent questions. 6. Revise descriptive writing assignment on community jobs. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	23.4				<ol style="list-style-type: none"> 1. Distinguish spelling patterns in comparing adjectives. 2. Practice spelling words. 3. Match vocabulary words to correct definition. 4. Reread "Pixie Goes to the Vet" to locate vocabulary words. 5. Complete sentences using appropriate adjectives. 6. Edit a descriptive writing assignment on a community job. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	23.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Complete sentences using vocabulary words. 4. Identify correct adjective to complete sentences. 5. Find text evidence in our story, "Pixie Goes to the Vet." 6. Publish a descriptive writing assignment on a community job. 7. Monitor fluency when reading text. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	24.1		beautifully suddenly slowly swiftly angrily quickly greedily	bouquet flowers stalks gentle feathers	<ol style="list-style-type: none"> 1. Identify -ly suffix words. 2. Alphabetize spelling words. 3. Read vocabulary words. 4. Read our story, "Franky and the Flowers." 5. Define an adverb. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.,</p>
	24.2		fast less more merrily bouquet flowers stalks feathers		<ol style="list-style-type: none"> 1. Identify -ly suffix words. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent question about "Franky and the Flowers." 5. Identify adverbs using question words. 6. Write descriptive paragraphs rough draft on a problem and solution. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	24.3				<ol style="list-style-type: none"> 1. Accurately spell our words. 2. Identify sight words 3. Read vocabulary words in context. 4. Distinguish adverbs and the verbs they modify. 5. Read and answer text dependent questions. 6. Revise descriptive paragraphs about a problem and a solution. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	24.4				<ol style="list-style-type: none"> 1. Sort -ly and -ily suffixes. 2. Spell words accurately. 3. Match vocabulary words 4. Distinguish problems and solutions. 5. Identify adverbs modifying adjectives and other adverbs. 6. Edit descriptive paragraphs on a problem and solution. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common A35 prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Making Mischief	24.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Distinguish adverbs in sentences. 4. Identify problem and solution in our story, "Franky and the Flowers." 5. Publish descriptive paragraphs on a problem and solution. 6. Monitor and clarify reading. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	25.1		tooth teeth person people child children knife knives draw catch caught touch	mangoes bored touch caught juice visitors	<ol style="list-style-type: none"> 1. Distinguish between a /g/ and a /j/ sound. 2. Alphabetize spelling words. 3. Read vocabulary definitions and sentences. 4. Read "Mangoes for Pixie." 5. Distinguish between adjectives and adverbs. 6. Brainstorm a time you were not responsible for our descriptive writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
	25.2		touch cage badge		<ol style="list-style-type: none"> 1. Sort words based on -ge and -dge pattern for /j/ sound. 2. Unscramble spelling words. 3. Read vocabulary in context. 4. Answer text dependent questions about "Mangoes for Pixie." 5. Distinguish between adjectives and adverbs. 6. Write descriptive rough draft. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	25.3				<ol style="list-style-type: none"> 1. Write spelling words. 2. Review sight words 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Turn adjectives into adverbs. 6. Revise descriptive paragraphs. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	25.4				<ol style="list-style-type: none"> 1. Identify words with a short vowel and the pattern- dge. 2. Complete sentences using spelling words. 3. Match vocabulary words to definitions. 4. Identify theme. 5. Turn adjectives into adverbs. 6. Edit descriptive paragraphs. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	25.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Distinguish between adjectives and adverbs 4. Accurately answer grammar and vocabulary questions. 5. Identify the theme from our story, "Mangoes for Pixie." 6. Publish descriptive writing paragraphs. 7. Monitor fluency using a selection from our story, "Mangoes for Pixie." 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
Natural World	26.1		cold freezing huge gigantic guess estimate argue squabble tired sleepy	meadow twitched idea wide-eyed whiskers	<ol style="list-style-type: none"> 1. Identify the "oi" and "oy" diphthongs in words. 2. Alphabetize our spelling words. 3. Read "Franky Goes Fishing." 4. Define vocabulary words. 5. Match examples of formal and informal language. 6. Brainstorm a formal and informal email. 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p>
	26.2		easy simple cowboy poison boil		<ol style="list-style-type: none"> 1. Distinguish words with the "oi" and "oy" diphthong 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Franky Goes Fishing." 5. Sort examples of formal and informal language. 6. Create a rough draft of a formal and an informal language email. 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p>
	26.3				<ol style="list-style-type: none"> 1. Spell words for the week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify examples of formal and informal language. 6. Revise emails using formal and informal langu 	<p>2L.3a Compare formal and informal uses of English.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
	26.4				<ol style="list-style-type: none"> 1. Create words with the "oi" and "oy" diphthongs 2. Practice spelling words. 3. Match vocabulary words with the correct definition. 4. Identify comparing and contrasting. 5. Create examples of formal and informal language. 6. Edit rough draft emails. 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	26.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context 3. Distinguish between formal and informal language. 4. Accurately answer grammar and vocabulary questions. 5. Compare and contrast Franky and the fish in our story. 6. Publish formal and informal language emails. 7. Monitor and clarify fluency using a selection from our story "Franky Goes Fishing." 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
Adventure	27.1		toss throw hurl thin slender skinny terrible awful	exactly otherwise farewell pretending nearly plastic	<ol style="list-style-type: none"> 1. Distinguish words with a long a or e vowel that follows the V/CV pattern. 2. Alphabetize our spelling words. 3. Read our vocabulary words. 4. Use a graphic organizer to take notes about a character. 5. Identify rules on when to use a comma. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
	27.2		horrible stroll tiptoe stride lady pilot music		<ol style="list-style-type: none"> 1. Identify long i and long o vowels in words that follow the V/CV pattern. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Take notes to describe characters in "Bobby and Pixie Have a Bath." 5. Match the rules of commas with an example. 6. Write a rough draft of a letter. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p>
	27.3				<ol style="list-style-type: none"> 1. Write spelling words. 2. Identify words in larger words. 3. Identify vocabulary in a crossword puzzle. 4. Read "Franky and the Flowers" and take notes on a character. 5. Identify commas in a letter. 6. Revise a letter. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	27.4				<ol style="list-style-type: none"> 1. Identify words that contain a long vowel in the first syllable and follow the V/CV pattern. 2. Create sentences using spelling words. 3. Match the vocabulary words with the correct definition. 4. Answer questions on using commas and vocabulary. 5. Read our story "Good-bye" and answer text dependent questions. 6. Identify if a comma is used correctly in a letter. 7. Edit a letter. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	27.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Create vocabulary sentences. 3. Review using commas in a letter. 4. Answer questions on using commas and vocabulary. 5. Compare and contrast two characters. 6. Publish a letter. 7. Monitor and clarify fluency. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	28.1		question adventure furniture vacation direction location figure action nature picture reflection addition subtraction moisture feature	patterns rectangle triangle rotate mirror alternate repeat symmetry	<ol style="list-style-type: none"> 1. Identify the -tion suffix sound in words. 2. Alphabetize our spelling words. 3. Read our vocabulary words. 4. Identify main ideas and details. 5. Distinguish between phrases and sentences. 6. Brainstorm for our opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
	28.2				<ol style="list-style-type: none"> 1. Identify words containing the -ure, and -ture suffixes. 2. Unscramble spelling words 3. Read vocabulary words in context. 4. Read our story "Everyday Patterns." 5. Create simple sentences. 6. Write a rough draft of an opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Patterns	28.3				<ol style="list-style-type: none"> 1. Spell words for the week. 2. Find small words in a larger word 3. Complete sentences using our vocabulary words. 4. Read and answer text dependent questions on "Everyday Patterns." 5. Create compound sentences. 6. Revise an opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	28.4				<ol style="list-style-type: none"> 1. Listen to distinguish suffixes and spell words. 2. Practice spelling words. 3. Match your vocabulary words with the correct definitions. 4. Identify main ideas and details in a paragraph. 5. Distinguish simple and compound sentences. 6. Edit our opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	28.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Create a simple and a compound sentence. 4. Accurately answer grammar and vocabulary questions 5. Identify the main idea and details in a paragraph. 6. Publish an opinion paragraph. 7. Monitor and clarify fluency using a selection from our story "Everyday Patterns." 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	29.1		misplace misspell mismatch misbehave misuse overdue overflow	rock core space galaxy magnetic scientist mantle	<ol style="list-style-type: none"> 1. Identify the -mis prefix sound in words. 2. Alphabetize our spelling words. 3. Read our vocabulary words. 4. Identify main ideas and details. 5. Match base form of words with the past tense of regular action verbs. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
	29.2		overpay overslept overreact rock core space galaxy magnetic	pressure	<ol style="list-style-type: none"> 1. Identify words containing the -over prefix. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Read our story "Planet Earth." 5. Sort words based on base form, regular past tense, and irregular past tense. 6. Write a rough draft of an informative paragraph. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
Earth	29.3				<ol style="list-style-type: none"> 1. Spell words for the week. 2. Find smaller words in a larger word. 3. Match the vocabulary words with their correct definition. 4. Read an answer text dependent questions on "Planet Earth." 5. Identify if verbs are base form, past tense, or past participle. 6. Revise an informative paragraph. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Water	29.4				<ol style="list-style-type: none"> 1. Listen to distinguish prefixes and spell words 2. Practice spelling words. 3. Read new vocabulary words in context. 4. Read and answer text dependent questions about a compass. 5. Complete sentences using correct verb tense of a word. 6. Edit our informative paragraph. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	29.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Create sentences using a variety of verb tenses. 4. Accurately answer grammar and vocabulary questions. 5. Identify the main ideas and details in a paragraph. 6. Publish an informative paragraph. 7. Monitor and clarify fluency using a selection from our story "Planet Earth." 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	30.1		walk animal salt small chalk applaud faucet laundry sauce author		thirsty parched dusty gushing trickle nutrients oxygen sprinklers	<ol style="list-style-type: none"> 1. Identify the sound of the -al pattern in words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Water Needs." 5. Distinguish slang, abbreviations, and contractions. 6. Brainstorm ways to conserve water for our formal language writing assignment.
	30.2		lawn yawn draw crawl straw		<ol style="list-style-type: none"> 1. Identify words with the sound made by the -au pattern. 2. Unscramble spelling words 3. Read vocabulary words in context. 4. Answer text dependent questions about "Water Needs." 5. Distinguish between formal and informal language. 6. Create an informative rough draft on conserving water. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p>
	30.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify when to use formal and informal language. 6. Revise an informative writing assignment using formal language. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	30.4				<ol style="list-style-type: none"> 1. Identify words with the sound created by the -aw pattern. 2. Practice spelling words. 3. Match vocabulary words with the correct definition. 4. Identify a main idea using nonfiction details. 5. Create examples of formal and informal language. 6. Edit an informative writing assignment on conserving water. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	30.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Match terms and examples of formal and informal language 4. Accurately answer vocabulary and grammar questions. 5. Identify main idea and details in a selection from our story "Water Needs." 6. Publish an informative writing assignment using formal language. 7. Monitor and clarify fluency using a selection from our story "Water Needs." 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
To the Moon	31.1		smooth root school moon room stew chew nephew grew blew glue statue rescue tissue barbecue	phase gravity sphere rotation reflects nervous frightens unfasten armrest	<ol style="list-style-type: none"> 1. Identify the sound of the long double /oo/ pattern in words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Field Trip to the Moon." 5. Identify "not" contractions. 6. Brainstorm and research for an opinion paragraph. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	31.2				<ol style="list-style-type: none"> 1. Identify words with the sound made by the -ew pattern. 2. Unscramble spelling words 3. Read vocabulary words in context. 4. Answer text dependent questions about "Field Trip to the Moon". 5. Create "not" contractions. 6. Write an opinion paragraph rough draft using facts to support the opinion. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	31.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify the original word(s) or "not" contractions. 6. Revise an opinion writing assignment using facts to support the opinion. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	31.4				<ol style="list-style-type: none"> 1. Identify words with the sound created by the -ue pattern 2. Practice spelling words. 3. Match vocabulary words with the correct definition. 4. Distinguish between a fact and an opinion. 5. Identify the meaning of "not" contractions. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.,</p>
	31.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Match "not" contractions with the original word(s) 4. Accurately answer vocabulary and grammar questions 5. Identify facts and opinions. 6. Publish an opinion writing assignment using facts to support the opinion. 7. Monitor and clarify fluency using a selection from our story "Field Trip to the Moon." 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	32.1		timeline robot future development rapid technology sister wonder button second cabin computer update dinner counter	future timeline technology rapid development software remained replaced charger	<ol style="list-style-type: none"> 1. Identify multiple syllable words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Jeff Needs an Update." 5. Identify adjectives. 6. Create an adjective poem. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
	32.2				<ol style="list-style-type: none"> 1. Sort multiple syllable words based on number of syllables. 2. Unscramble spelling words. 3. Read vocabulary words in context 4. Answer text dependent questions about "Jeff Needs an Update." 5. Identify adverbs. 6. Create an adverb poem. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Future	32.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Distinguish between adjectives and adverbs in a sentence. 6. Create an acrostic poem. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
	32.4				<ol style="list-style-type: none"> 1. Identify syllables in our multiple syllable words. 2. Practice spelling words 3. Match vocabulary words with their correct definition. 4. Use an adjective or adverb to correctly complete a sentence. 5. Identify rhyme in poetry. 6. Create a cinquain. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
	32.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Create sentences using adjectives and adverbs. 4. Accurately answer vocabulary and grammar questions. 5. Identify terms in poetry. 6. Create a shape poem. 7. Monitor and clarify fluency using a selection from "Jeff Needs an Update." 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Waking Plans	33.1		spider shiver sadly napkin another nobody grandmother grandfather	adventure hiking journey backpack explorer mountains practice similarly	<ol style="list-style-type: none"> 1. Identify multiple syllable words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Planning a Hike." 5. Identify prepositions. 6. Brainstorm for a problem/solution writing assignment. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	33.2		hiking journey backpack adventure explorer alone mistake		<ol style="list-style-type: none"> 1. Identify number of multiple syllable words. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Planning a Hike." 5. Identify "where" prepositions in a sentence. 6. Create a problem/solution rough draft. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	33.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Create a picture using "where" prepositions. 6. Revise a problem/solution writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	33.4				<ol style="list-style-type: none"> 1. Identify syllables in our multiple syllable words. 2. Practice spelling words. 3. Match vocabulary words with their correct definition. 4. Distinguish between problem and solution. 5. Use a "where" prepositions to correctly complete a sentence. 6. Revise a problem/solution rough draft. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
	33.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Complete sentences using vocabulary words. 3. Create sentences using "where" prepositions. 4. Accurately answer vocabulary and grammar questions. 5. Distinguish between problem and solution. 6. Publish problem/solution writing assignment. 7. Monitor and clarify fluency using a selection from "Planning a Hike." 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	34.1		wrist write wrap wrong wreath high dough tight flight thought sign	identify information evaluate investigate apply possible happens solution	<ol style="list-style-type: none"> 1. Identify words with silent letters. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Solving a Problem". 5. Distinguish between a subject and a predicate. 6. Brainstorm a cause/effect writing assignment. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	34.2		identify possible happens solution		<ol style="list-style-type: none"> 1. Identify silent letters at the beginning of a word. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Solving a Problem." 5. Match subjects and predicates to create a complete sentence. 6. Create a cause/effect rough draft. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	34.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Rewrite fragments as complete sentences. 6. Revise a cause/effect writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	34.4				<ol style="list-style-type: none"> 1. Identify silent letters at the end of words. 2. Practice spelling words. 3. Accurately complete sentences using our vocabulary words. 4. Distinguish between cause and effect. 5. Distinguish between run-on sentences, complete sentences, and fragments. 6. Edit a cause/effect writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	34.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Match vocabulary words to their correct definitions 3. Create examples of a complete sentence and related terms. 4. Accurately answer vocabulary and grammar questions. 5. Distinguish between cause and effect. 6. Publish cause/effect writing assignment. 7. Monitor and clarify fluency using a selection from "Solving a Problem." 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Being Afraid	35.1		able apple bubble bottle handle title middle pickle puddle uncle little jungle table nibble people	thunder lightning stormy hurricane tornado flickered nervously character	<ol style="list-style-type: none"> 1. Identify words with the sound of the -le letter combination. 2. Alphabetize our spelling words 3. Read the definitions of our vocabulary words. 4. Read "Scared in the Storm." 5. Distinguish between various forms of nouns. 6. Brainstorm a sequential order writing assignment. 	<ol style="list-style-type: none"> 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade2 Language standards 1 and 3 for specific expectations.
	35.2				<ol style="list-style-type: none"> 1. Identify syllables in words ending with the -le letter combination. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Scared in the Storm." 5. Complete sentences using the appropriate pronoun. 6. Create a sequential order rough draft. 	<ol style="list-style-type: none"> 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2L.3a Compare formal and informal uses of English. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	35.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify and use adjectives. 6. Revise a sequential order writing assignment. 	<ol style="list-style-type: none"> 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2L.3a Compare formal and informal uses of English. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	35.4				<ol style="list-style-type: none"> 1. Identify words with the sound made by the -le letter combination. 2. Practice spelling words. 3. Match our vocabulary words with their correct definition 4. Identify rising actions. 5. Complete sentences using verbs. 6. Edit a sequential order writing assignment. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2L.3a Compare formal and informal uses of English.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).+ <p>2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	35.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Create sentences using our vocabulary words. 3. Identify adverbs in sentences. 4. Accurately answer vocabulary and grammar questions. 5. Identify rising actions. 6. Publish sequential order writing assignment. 7. Monitor intonation, rate, and expression using a selection from our story "Scared in the Storm." 	
	36.1		<p>sold fold gold mold poster host ghost cost lost</p>	<p>transition milestone qualify excel prize principal dreading meant</p>	<ol style="list-style-type: none"> 1. Identify words with the sound of the -old and -ost letter combinations. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Maria's Goodbye." 5. Identify prepositions. 6. Brainstorm a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	36.2		<p>almost frost bold qualify meant excel</p>		<ol style="list-style-type: none"> 1. Distinguishing words with the a long o sound and the -old letter combination 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Maria's Goodbye." 5. Identify conjunctions. 6. Create a rough draft of a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

Language Arts 2 B - Curriculum Map

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	36.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text-dependent questions. 5. Distinguish parts of speech. 6. Revise a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
	36.4				<ol style="list-style-type: none"> 1. Sort words with the -ost letter combination. 2. Practice spelling words. 3. Match vocabulary words with their correct definitions. 4. Distinguish between past, present, and future settings. 5. Identify parts of speech in sentences. 6. Edit a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	36.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Complete sentences using our vocabulary words. 3. Match examples to parts of speech. 4. Accurately answer vocabulary and grammar questions. 5. Identify falling actions and resolution. 6. Publish our narrative writing assignment. 7. Monitor intonation, rate, and expression using a selection from our story "Maria's Goodbye." 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standard(s)
My Adventures	1.1	and, away, big, blue, can, come, down, find, for, funny, go	Flag, crab, sled, drip, trim, clog, flop, drum, club	frighten, wander, stray, romp, boisterous, harness	1) Use the CCVC pattern to read words 2) Spell words with the CCVC pattern 3) Determine the meaning of words using context clues 4) Reading sight words	CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.
	1.2				1) Identify the components of a simple sentence 2) Identify appropriate punctuation marks	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	1.3				1) Record yourself as you read narrative 2) Describe how you read	CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.
	1.4				1) Read a story about a personal adventure 2) Identify characteristics of story structure 3) Identify words with the CCVC pattern	CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	1.5				1) Identify characteristics of the narrative genre 2) List the steps in the writing process 3) Write a personal adventure story	CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.

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Space Adventures	2.1	help, here, I, in, is, it, jump, little, look, make, me, my	cute, cave, mice, note, robe, rule, face, kite	explore, solar, system, gravity, orbit, constellation, space	<ol style="list-style-type: none"> 1) Use the CVCe pattern to read words 2) Spell words with the CVCe pattern 3) Use a dictionary to define reading selection vocabulary words 4) Reading sight words 	<p>CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.</p> <p>CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.</p> <p>CC.3.R.F.4.a Fluency: Read on- level text with purpose and understanding.</p> <p>CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)</p>
	2.2				Distinguish sentences from non-sentences	
	2.3				<ol style="list-style-type: none"> 1) Record yourself as you read informational text 2) Describe how you read 	
	2.4				<ol style="list-style-type: none"> 1) Read a story about a space adventure 2) Read informational text about NASA 3) Summarize the text 	
	2.5				<ol style="list-style-type: none"> 1) Describe the audience and purpose for writing 2) Identify the parts of a paragraph 3) Write a paragraph about space 	

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						<p>CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
Ocean Adventures	3.1	not, one, play, red, run, said, see, the, three, to, two, up	nail, meat, suit, road, read, float, blue, rain	swift, predator, magnificent, journey, coast, crew	<ol style="list-style-type: none"> 1) Use the CVVC pattern to read words 2) Spell words with the CVVC pattern 3) Use a thesaurus to define reading selection vocabulary words 4) Reading sight words 	<p>CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.</p> <p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade-</p>
	3.2				<ol style="list-style-type: none"> 1) Identify compound nouns and verbs in sentences 2) Explain why compound nouns and verbs are used 	

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					when writing.	appropriate irregularly spelled words. CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
	3.3				1) Record yourself as you read 2) Identify the proper phrasing of groups of words when you read	
	3.4				1) Read informational text about an ocean adventure 2) Make inferences when reading informational text	
	3.5				1) Write a paragraph to perform a task 2) Tell a person how to do something	
Fables	4.1	we, where, yellow, you, all, am, are, at, ate, be, black	sweet, meet, mean, deal, beach, seen, green, street, queen	cupboard, gnaw, peace, fine, cellar, trap	1) Use the ee and ea pattern to read words 2) Spell words with the ee and ea pattern 3) Identify synonyms and antonyms 4) Read sight words	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	4.2				1) Identify the components of a compound sentence 2) Distinguish compound sentences	

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	4.3				1) Record yourself as you read 2) Identify your reading rate	CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	4.4				1) Identify the components of a fable 2) Read fables 3) Analyze the characters in a story	
	4.5				1) Write a story based on a fable 2) Retell a fable	
Myths	5.1	brown, but, came, did, do, eat, four, get, good, have, he,	boil, boy, joy, toy, soil, foil, join, coin	treasure, wealthy, satisfy, astonished, frenzy, despair	1) Use the oi and oy pattern to read words 2) Spell words with the oi and oy pattern 3) Identify and define words with the prefixes pre and	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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		into			mis 4) Read sight words	<p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade- appropriate irregularly spelled words.</p> <p>CC.3.R.F.4.a Fluency: Read on- level text with purpose and understanding.</p> <p>CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) CC.3.W.10 Range of Writing: Write routinely over extended time</p>
5.2					Identify and distinguish common and proper nouns.	
5.3					Use appropriate expression when reading	
5.4					Analyze the elements of a good story.	
5.5					Revise writing	

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						frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Why Tales	6.1	like, must, new, no, now, on, our, out, please, pretty, ran, ride	took, book, foot, good, out, loud, shout, cloud	lazy, desert, yoke, plow, magic, reflection	1) Use the oo and ow pattern to read words 2) Spell words with the oo and ow pattern 3) Use word family patterns to make new words 4) Read sight words	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns CC.3.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.
	6.2				Identify and use common plural nouns	CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	6.3				Use appropriate intonation when reading.	CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled
	6.4				Identify the organizational structure for compare and contrast text	
	6.5				1) Use what has been learned about grammar and mechanics to edit story	

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					2) Tell a story using appropriate details	words. CC.3.R.F.4.a Fluency: Read on- level text with purpose and understanding. CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
Solving Problems	7.1	saw, say, she, so, soon, that, there, they, this, too, under, want	high, right, fight, sight, sky, by, my, cry	harsh, capture, doze, outcome, starve, risk	1) Use the i, ie, and igh pattern to read words 2) Spell words with the i, ie, and igh pattern 3) Use dictionary guide words to find words in the dictionary 4) Read sight words	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.2.g Conventions of Standard English: Consult reference materials, including
	7.2				Identify and use concrete and abstract nouns	
	7.3				Listen to your reading to monitor rate, expression, and intonation	
	7.4				Identify and distinguish between literal and nonliteral meaning	
	7.5				Write a clear topic sentence	

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						<p>beginning dictionaries, as needed to check and correct spellings.</p> <p>CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).</p> <p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade- appropriate irregularly spelled words.</p> <p>CC.3.R.F.4.a Fluency: Read on- level text with purpose and understanding.</p> <p>CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
Asking Questions	8.1	was, well, went, what, white, who, will, with, yes, after,	telescope, history, monster, crystal, rescue, discover	struggled, volunteer, predict, delicate, diagram, gasp	<ol style="list-style-type: none"> 1) Read two letter blends words in text 2) Spell words that begin with two letter blends 3) Identify synonyms and antonyms 4) Read sight words 	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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		again, an				CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	8.2				Identify and use verbs in sentences, sight words and vocabulary words	CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	8.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.
	8.4				Sequence events in informational text	CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	8.5				Formulate and write an opinion on a topic	CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.
Inventions	9.1	any, as, ask, by, could, every, fly, from, give, going, had, has	scrap, splash, split, spray, spring, squeak, strap, string	process, prey, suitable, clever, method, intelligent	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	9.2				1) Read three letter blend words	CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the

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				2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re	meaning of the most common prefixes and derivational suffixes. CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	9.3			Listen to your reading to monitor rate, expression, and intonation	CC.3.R.F.4.a Fluency: Read on- level text with purpose and understanding.
	9.4			Read nonfiction text and ask questions as you read.	CC.3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.) CC.3.SL.3
	9.5			1) Write clear topic sentences 2) respond to a different opinion	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect

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						opinion and reasons. CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.
Pond Animals	10.1	here, him, his, how, just, know, let, live, may, of, old, once	three, thread, throne, throat, throb, thrill	distressed, urged, satisfied, inquired, stylish, assortment	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the suffix ful	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	10.2				Distinguish the difference between past and present tense	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	10.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	10.4				Read nonfiction text to find the main idea	

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	10.5				1) Write a compare and contrast paragraph about pond animals	CC.3.R.F.4.a Fluency: Read on- level text with purpose and understanding. CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
Animal Friends	11.1	open, over, put, round, some, stop, take, thank, them, then, think, walk	food, mood, noodle, moon, spoon, boot, zoo, goose, poodle, raccoon	impatient, overlooked, wry, fond, devoured, sullen	1) Read words with the vowel diphthongs ow and ou 2) Spell words with vowel diphthongs 3) Identify words with multiple meanings	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	11.2				Reduce repetition in writing with pronouns	CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
	11.3				Listen to your reading to monitor rate, expression, and intonation	
	11.4				Read nonfiction text	
	11.5					1) Write a paragraph about an animal friend 2) Discuss your paragraph with a friend

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Night Animals	12.1	were, when, always, around, because, been, before, best, both, buy, call, cold	crawl, lawn, yawn, hawk, author, haunt, pause, sauce	gloom, nook, dismal, dispute, roam, morsel	1) Read words with the vowel patterns au and aw 2) Spell words with the vowel patterns 3) Identify words with multiple meanings	<p>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.L.1.f Conventions of Standard English: Ensure subject- verb and pronoun-antecedent agreement.*</p> <p>CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</p> <p>CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
	12.2				Examine pronouns and the antecedents	
	12.3				Listen to your reading to monitor rate, expression, and intonation	
	12.4				Read and summarize nonfiction text. Answer text dependent questions	
	12.5				1) Write a paragraph about a night animal 2) Explain the difference between night animals and day animals to a friend	
Rural vs. City	13.1	does, fast, first, five, found, gave,	knife, knew, knight, thumb, doubt, tomb	city, dull, intend, patience, rural, avoid	1) Read words with silent letter sounds kn and b 2) Spell words with the letter sounds	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based

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		goes, green, its, made, many, off			3) Use context clues to identify the meaning of words	spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase. CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	13.2				1) Use commas in word lists 2) Use articles a, and, the	
	13.3				Listen to your reading to monitor rate, expression, and intonation	
	13.4				Read and summarize nonfiction text about rural and city areas and draw conclusions.	
	13.5				1) Write a paragraph to contrast city and rural areas 2) Identify linking words to contrast	
Jobs in the Community	14.1	or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon	toil, noisy, point, oyster, royal, destroy	responsible, average, resident, ability, perform, prevent	1) Read words with the vowel sounds oi and oy 2) Spell words with the vowel sounds 3) Interpret idioms	CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that

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	14.2				Identify the subject of a sentence	night we went looking for them). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	14.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	14.4				1) Read and summarize nonfiction text about jobs in the community 2) Identify cause and effect organizational structure	CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	14.5				1) Write a paragraph to discuss what causes jobs to come to a community.	CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Community Leaders	15.1	together, us, use, very, wash, which, why, wish, work,	faster, bigger, louder, shorter, wisest, kindest, hottest,	respect, solution, vision, cooperation, dedicate, goal	1) Read words with the ending sounds er and est 2) Spell words with the sounds er and est	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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		would, write, your	strangest			CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.3.L.2.d Conventions of Standard English: Form and use possessives.
	15.2				1) Distinguish comparative and superlative adjectives in sentences 2) Use quotation marks and commas to identify speech	
	15.3				Listen to your reading to monitor rate, expression, and intonation	
	15.4				1) Read and summarize nonfiction text about leaders 2) Identify characteristics of biographies/autobiographies	
	15.5				1) Write a paragraph of biographic information	
The Presidency	16.1	don't, better, bring, carry, clean, cut, done,	there, they're, their, roll, role, where, wear, ware	symbol, globe, unite, leadership, wisdom, nation	1) Write words with the contraction n't 2) Explain words that are homophones	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of

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		draw, drink, eight, fall, far				strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	16.2				Examine subject and verb agreement	CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*
	16.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.R.1.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
	16.4				1) Read and summarize nonfiction text about the work of one of the Presidents of the United States	CC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
	16.5				1) Write a paragraph to discuss what causes jobs to come to a community.	CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Winter er Holid	17.1	full, got, grow, hold, hot, hurt,	way, weight, symbol,	culture, arrange, customs,	1) Write words with the contraction 'd 2) Examine more	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-

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	if, keep, kind, laugh, light, long, try, warm	cymbal, sun, son	pastime, tradition, belief	homophones	<p>meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>CC.3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order.</p> <p>CC.3.R.1.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.</p>
17.2				Write sentences according to time.	
17.3				Listen to your reading to monitor rate, expression, and intonation	
17.4				1) Read and summarize nonfiction text about winter holidays around the world	
17.5				1) Write a paragraph identify the 5Ws about your own paragraph.	

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Time and New Years	18.1	much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today	tear, product, wind, object, bass, desert	advice, approach, resolution, focus, brilliant, habit	1) Write words with the contraction 've 2) Examine words that are homographs	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	18.2				Review use of nouns, verbs, and pronouns	CC.3.R.1.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.
	18.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or
	18.4				1) Read and summarize nonfiction text about time and new year (story about midnight in U.S. and time in another part of the country) 2) Identify the structural characteristics of compare/contrast, cause/effect, and 5W text.	
	18.5				1) Choose a topic and write a paragraph with the appropriate organizational structure	

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						gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Module	LO#	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standard(s)
Growing Up	19.1	under, over, never, water, center, border, fever, number, whether, tower, labor, flavor, author, horror, sailor, anchor, odor, error, color, motor	nestling, imitate, seldom, jostle, persuade, fierce	Distinguish the sound of the er and or at the end of words. Read vocabulary words and definitions. Define characters as a story element. Define conjunctions. Explain what a story is. Write a descriptive paragraph.	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions. CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
	19.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Jolly Robin." Distinguish conjunctions in sentences. Plan a story. Form the cursive connection between c and c.	
	19.3			Build spelling words. Match vocabulary words with the correct definition. Distinguish conjunctions in sentences. Construct a rough draft of a story. Apply rate, expression and intonation when reading aloud.	
	19.4			Spell phonics and sight	

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				<p>words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Use conjunctions in writing. Edit and revise a story. Form the cursive connection between c and c.</p>	<p>response of characters to situations. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
	19.5			<p>Spell phonics and sight words. Apply vocabulary words to your own writing. Edit writing for errors. Determine how the actions of the character contribute to the story. Publish a story. Demonstrate comprehension after independent reading.</p>	
Good Deeds	20.1	wonder, mother, father, weather, washer, silver, water, shower, leader, tractor, junior, factor, favor, rumor, minor, actor, visor, tutor	imitate, opposite, sensitive, attitude, gradual, ignore	<p>Distinguish the sound of the er and or at the end of words. Read vocabulary words and definitions. Define characters as a story element. Define irregular verbs. Explain what style is in writing. Write a descriptive paragraph.</p>	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate</p>
	20.2			Spell spelling words.	

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			<p>Match vocabulary words with the correct definition.</p> <p>Set a purpose for reading "My Little Brother."</p> <p>Distinguish irregular verbs from regular verbs.</p> <p>Identify strong verbs.</p> <p>Form the cursive connection between c&#44; d&#44; g&#44; and o.</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs. CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.* CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,</p>
20.3			<p>Build spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Correctly place irregular verbs in sentences.</p> <p>Identify style in writing.</p> <p>Apply rate&#44; expression&#44; and intonation when reading aloud.</p>	
20.4			<p>Spell phonics and sight words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Demonstrate comprehension after reading.</p> <p>Use irregular verbs in writing.</p> <p>Edit sentences to add style.</p> <p>Form the cursive connection between c&#44; d&#44; g&#44; and o.</p>	
20.5			<p>Spell phonics and sight words.</p> <p>Apply vocabulary words to your own writing.</p>	

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				<p>Edit writing for errors. Determine how the actions of the character contribute to the story. Write a paragraph using style.</p>	and audiences.
Making Mistakes	21.1	<p>changing, swimming, taping, saving, coming, tapping, grinning, falling, taking, hoping, invited, stared, wrapped, planned, settled, liked, filled, rolled, used, worried</p>	<p>defend, friendship, accuse, opponent, convince, confess</p>	<p>Distinguish the spelling pattern of the -ed and -ing ending in words. Read vocabulary words and definitions. Define characters as a story element. Define adjectives. Explain what content in writing is. Write a descriptive paragraph.</p>	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs,</p>
	21.2			<p>Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "The Racing Game." Identify adjectives in a sentence. Identify a paragraph written with detail. Form the cursive connection between h&#44; t&#44; and p.</p>	
	21.3			<p>Build spelling words. Match vocabulary words with the correct definition. Explain how more detail can</p>	

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				<p>be added to a paragraph. Apply rate&#44; expression and intonation when reading aloud. Identify adjectives in a sentence.</p>	<p>adjectives, and adverbs in general and their functions in particular sentences. CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	21.4			<p>Spell phonics and sight words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify adjectives in a sentence. Edit sentences to add content. Form the cursive connection between h&#44; t&#44; and p.</p>	
	21.5			<p>Spell spelling words. Apply vocabulary words to your own writing. Determine how the actions of the character contribute to the story. Edit writing for errors. Write a paragraph using details. Demonstrate comprehension after independent reading.</p>	

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Weather Patterns	22.1	again, answer, been, brought, come, enough, example, father, friend, give, great, kind, most, often, old, once, other, through, where, work	wave, crumple, hurricane, moisture, fierce, climate	<p>Identify irregular spelling patterns in words.</p> <p>Read vocabulary words and definitions.</p> <p>Explain how maps and graphs are used to support text.</p> <p>Explain how a thesaurus is used.</p> <p>Explain what a descriptive paragraph is.</p>	<p>CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	22.2			<p>Spell spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Set a purpose for reading "Hurricanes."</p> <p>List synonyms for given adjectives.</p> <p>Prewrite a descriptive paragraph about weather.</p> <p>Form the cursive connection between e&#44; l&#44; and f.</p>	
	22.3			<p>Build spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Distinguish less descriptive sentences from more descriptive sentences.</p> <p>Write a rough draft of a descriptive paragraph about weather.</p> <p>Apply rate&#44; expression and intonation when reading aloud.</p>	
	22.4			Spell phonics and sight	

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				<p>words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Rewrite sentences using descriptive adjectives. Form the cursive connection between e&#44; l&#44; and f. Revise and edit a descriptive weather paragraph.</p>	<p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.</p>
	22.5			<p>Spell phonics and sight words. Apply vocabulary words to your own writing. Determine how maps and graphs help support the text in "Hurricanes." Edit writing for errors. Publish a descriptive weather paragraph in written and oral form. Demonstrate comprehension after independent reading.</p>	<p>CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and</p>

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					revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Natural Disasters	23.1	any, both, cold, color, does, earth, eyes, find, four, from, have, learn, listen, many, move, only, their, though, want, water	tsunami, earthquake, ordeal, volcano, warning, flood	Identify irregular spelling patterns in words. Read vocabulary words and definitions. Define the main idea and details of a nonfiction text. Define an adverb. Explain what a discussion is.	CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	23.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Natural Disasters." Insert adverbs into sentences. Create questions appropriate for a discussion. Form the cursive connection between u and y and i and j.	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS.ELA-LITERACY.SL.3.1.A Come
	23.3			Build spelling words. Match vocabulary words with the correct definition. Identify adverbs in sentences. Take notes to prepare for a discussion.	to discussions prepared having read or studied required material; explicitly draw on that preparation and other information

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			Apply rate, expression and intonation when reading aloud.	known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
23.4			Spell irregular spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify adverbs in sentences. Take notes to prepare for a discussion. Spell spelling words.	CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
23.5			Spell irregular spelling words. Apply vocabulary words to your own writing. Edit writing for errors. Determine the main idea and details of "Natural Disasters." Practice holding a discussion. Demonstrate comprehension after independent reading.	CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,

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					and audiences.
Glaciers	24.1	said, people, they, were, know, would, some, your, because, mother, could, should, whose, you, one, what, put, laughed, probably, favorite	passage, glacier, glide, melt, distant, drift	Identify irregular spelling patterns in words. Read vocabulary words and definitions. Define an adverb. Explain what an opinion paragraph is. Write a paragraph based on what is happening in a picture. Explain text features in nonfiction.	CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	24.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Glaciers." Identify the synonyms of adverbs in sentences. Prewrite for an opinion paragraph. Form the cursive connection between k, r, and s.	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	24.3			Build spelling words. Match vocabulary words with the correct definition. Edit writing for adverb usage. Write a rough draft of an opinion paragraph. Apply rate, expression	CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both

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				and intonation when reading aloud.	print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion. CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	24.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify synonyms of adverbs in sentences. Revise and edit an opinion paragraph. Form the cursive connection between k, r, and s.	CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,
	24.5			Spell spelling words. Apply vocabulary words to your own writing. Identify the text features in "Glaciers." Edit writing for errors. Publish an opinion paragraph. Demonstrate comprehension after independent reading.	

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					and audiences.
Vacation Days	25.1	lonely, suddenly, actually, personally, especially, formally, rapidly, dangerously, tenderly, lovely, nicely, softly, quietly, exactly, friendly, quickly, closely, gladly,	mystify, survey, plunge, erosion, thrill, canyon	Identify the -ly spelling pattern in words. Read vocabulary words and definitions. Define point of view in text. Define double negatives. Explain what an expository paragraph is. Write a descriptive paragraph.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details
	25.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Hiking the Grand Canyon." Identify sentences that use a double negative. Prewrite for an expository paragraph. Form the cursive connection between o, w, b, and v.	CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	25.3			Build spelling words. Match vocabulary words with the correct definition. Edit sentences using double negatives. Write a rough draft of an expository paragraph. Apply rate, expression	

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				and intonation when reading aloud.	CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	25.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Use negatives correctly in writing. Revise and edit a peer's expository paragraph. Form the cursive connection between o, w, b, and v.	
	25.5			Spell spelling words. Apply vocabulary words to your own writing. Identify the points of view of "Hiking the Grand Canyon." Edit writing for errors. Publish an expository paragraph. Demonstrate comprehension after independent reading.	
Rainy Days	26.1	total, central, final, signla, actual, trial, equal, general, metal, petal, simple, chuckle, giggle, middle, handle,	attic, locate, treasure, primary, examine, misery	Identify the -al and -le ending in words. Read vocabulary words and definitions. Define the plot of a story. Identify how commas are used in addresses.	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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			Identify the parts of a friendly letter.	<p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.</p> <p>CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
26.2			<p>Spell spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Set a purpose for reading "Attic Memories."</p> <p>Use commas correctly in addresses.</p> <p>Prewrite for a friendly letter.</p> <p>Form the cursive connection between m and n with other letters.</p>	
26.3			<p>Build spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Identify common abbreviations.</p> <p>Write a rough draft of a friendly letter.</p> <p>Apply rate&#44; expression and intonation when reading aloud.</p>	
26.4			<p>Spell spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Demonstrate comprehension after reading.</p> <p>Use abbreviations and commas in addresses correctly in writing.</p> <p>Revise and edit a friendly letter.</p> <p>Form the cursive connection between m and n with other</p>	

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				letters.	CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	26.5			Spell spelling words. Apply vocabulary words to your own writing. Identify the plot of "Attic Memories." Edit writing for errors. Publish a friendly letter. Demonstrate comprehension after independent reading.	
Lazy Days	27.1	able, apple, circle, marble, juggle, pebble, rumble, waffle, twinkle, cycle, settle, double, maple, ankle, swivel, squirrel, level, shrivel, label, trowel	consider, contain, recall, peaceful, active, schedule	Identify the -el and -le ending in words. Read vocabulary words and definitions. Define the conflict of a story. Identify how commas are used in dates. Explain what it means to revise writing. Write a descriptive paragraph.	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
	27.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "July with Gram and Pop." Use commas correctly in dates. Add details to writing that is	

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			lacking detail. 6. Form common words in cursive.	<p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.* CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
27.3			Build spelling words. Match vocabulary words with the correct definition. Use commas correctly in dates Remove words that don't make sense in writing. Apply rate, expression and intonation when reading aloud.	
27.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Use commas correctly in dates. Move and substitute words and sentences that need revision in writing. Form common words in cursive.	
27.5			Spell spelling words. Apply vocabulary words to your own writing. Identify the conflict in "July with Gram and Pop." Edit writing for errors. Revise a piece of writing. Demonstrate comprehension after independent reading.	

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Artists	28.1	confusion, version, revision, division, permission, confession, vision, quotation, nation, combination, question, attention, position, action, immature, puncture, structure, departure, vulture, capture	artist, bold, rare, mural, museum, masterpiece	<p>Recognize the -sion; -tion; and -ture ending in words.</p> <p>Read vocabulary words and definitions.</p> <p>Define the problem and solution of a text.</p> <p>Explain how apostrophes show possession.</p> <p>Identify the parts of a problem and solution paragraph.</p> <p>Write a descriptive paragraph.</p>	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use</p> <p>glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.L.3.2.D Form and use possessives. CCSS.ELA-LITERACY.W.3.3.A</p>
	28.2			<p>Spell spelling words.</p> <p>Match vocabulary words with the correct definition.</p> <p>Set a purpose for reading "A Discovery in a Cave."</p> <p>Use apostrophes to show possession.</p> <p>Prewrite for a problem and solution paragraph.</p> <p>Form common words in cursive.</p>	<p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>

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28.3			<p>Build spelling words. Match vocabulary words with the correct definition. Use apostrophes to show possession. Write a rough draft of a problem and solution paragraph. Apply rate&#44; expression and intonation when reading aloud.</p>	<p>response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
28.4			<p>Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Use apostrophes to show possession. Revise and edit a problem and solution paragraph. Form common words in cursive</p>	<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
28.5			<p>Spell spelling words. Apply vocabulary words to your own writing. Identify the problem and solution in "A Discovery in a Cave." Edit writing for errors. Publish a problem and solution paragraph in written and oral form. Demonstrate comprehension after independent reading.</p>	<p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Musicians	29.1	caught, daughter, laugh, laughter, taught, bought, cough, dough, enough, fought, rough, thought, tough, through, instrument, musician, popular, talent, celebrate, tradition	beat, orchestra, rhythm, variety, talent, instrument	Recognize the aught and ough pattern in words. Read vocabulary words and definitions. Define the cause and effect of a text. Define a possessive pronoun. Identify the parts of a cause and effect paragraph. Write a descriptive paragraph.	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	29.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "A History of Music." Use possessive nouns correctly in writing. Prewrite for a cause and effect paragraph. Form common words in cursive.	CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	29.3			Build spelling words. Match vocabulary words with the correct definition. Identify possessive pronouns correctly in writing. Write a rough draft of a cause and effect paragraph. Apply rate, expression and intonation when reading aloud.	CCSS.ELA-LITERACY.L.3.2.D Form and use possessives. CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use
	29.4			Spell spelling words.	

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				<p>Match vocabulary words with the correct definition.</p> <p>Demonstrate comprehension after reading.</p> <p>Use possessive pronouns correctly in writing.</p> <p>Revise and edit a cause and effect paragraph.</p> <p>Form common words in cursive.</p>	<p>dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.</p> <p>CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
	29.5			<p>Spell spelling words.</p> <p>Apply vocabulary words to your own writing.</p> <p>Identify a cause and effect relationship in "A History of Music."</p> <p>Edit writing for errors.</p> <p>Publish a cause and effect paragraph.</p> <p>Demonstrate comprehension after independent reading.</p>	<p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
At hl et	30.1	afternoon, without airplane	podium, certain,	Recognize the format of compound words.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency

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	homework, birthday, sometimes, himself, something, faraway, everything, anyone, dishwasher, notebook, football,	grace, ambition, triumph, competition	Read vocabulary words and definitions. Define compare and contrast. Define a sentence fragment. Identify the parts of a compare and contrast paragraph. Write a descriptive paragraph.	and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences. CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details
30.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Olympic Athletes." Identify sentence fragments. Prewrite for a compare and contrast paragraph. Form common words in cursive.	
30.3			Build spelling words. Match vocabulary words with the correct definition. Identify and correct sentence fragments. Write a rough draft of a compare and contrast paragraph. Apply rate, expression and intonation when reading aloud.	
30.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate	

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				<p>comprehension after reading. Identify and correct sentence fragments. Revise and edit a peer's compare and contrast paragraph. Form common words in cursive.</p>	<p>CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section. CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	30.5			<p>Spell spelling words. Apply vocabulary words to your own writing. Compare and contrast two of the athletes from "Olympic Athletes." Edit writing for errors. Publish a compare and contrast paragraph. Demonstrate comprehension after independent reading.</p>	

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Rolling Objects	31.1	hugged, correct, funny, happy, puppy, common, collect, bottles, different, lesson, error, pulled, begged, silly, matter, supper, setting, jelly, ladder, tunnel	function, enable, ancient, steer, invention, reverse	Recognize words with double consonants. Read vocabulary words and definitions. Define the characteristics of nonfiction text. Define an analogy. Identify the parts of an informational paragraph. Write a descriptive paragraph.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	31.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "The Wheel." Complete analogies. Prewrite for an informational paragraph. Form common words in cursive.	CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	31.3			Build spelling words. Match vocabulary words with the correct definition. Complete analogies. Write a rough draft of an informational paragraph. Apply rate, expression and intonation when reading aloud.	CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and
	31.4			Spell spelling words.	

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				<p>Match vocabulary words with the correct definition.</p> <p>Demonstrate comprehension after reading.</p> <p>Complete analogies.</p> <p>Revise and edit an informational paragraph.</p> <p>Form common words in cursive.</p>	<p>correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
	31.5			<p>Spell spelling words.</p> <p>Apply vocabulary words to your own writing.</p> <p>Explain one of the text features from "The Wheel."</p> <p>Edit writing for errors.</p> <p>Demonstrate comprehension after independent reading.</p> <p>Publish an informational paragraph in written and oral form.</p>	<p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Electricity	32.1	pennies, emptied, parties, families, mysteries, married, carried, puppies, tried	advantage, impact, grasp, future, theory, successful	<p>Recognize words that change the final y to i.</p> <p>Read vocabulary words and definitions.</p> <p>Define the point of view of nonfiction text.</p>	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.2.F Use</p>

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	hurried, ponies, cities, stories, flies, dried, worried, cried, buried, replied, candles		Define and formal and informal language. Identify the parts of a descriptive paragraph. Write a descriptive paragraph.	<p>spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text. CCSS.ELA-LITERACY.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English. CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop</p>
32.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Benjamin Franklin." Identify examples of informal language. Prewrite for a descriptive paragraph. Form common words in cursive.	
32.3			Build spelling words. Match vocabulary words with the correct definition. Identify examples of informal language. Write a rough draft of a descriptive paragraph. Apply rate, expression and intonation when reading aloud.	
32.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify examples of formal and informal language. Revise and edit a	

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				descriptive paragraph. 6. Form common words in cursive.	experiences and events or show the response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	32.5			Spell spelling words. Apply vocabulary words to your own writing. Explain the point of view of "Benjamin Franklin." Edit writing for errors. Publish a descriptive paragraph. Demonstrate comprehension after independent reading.	
Attraction	33.1	careless, sleepless, clueless, harmless, bottomless, wireless, spotless, worthless, helpful, cheerful, painful	magnetism, repel, magnet, observe, attract, scatter	Recognize words with the - less and -ful endings. Read vocabulary words and definitions. Identify parts of an informational text.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.4.D Use

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	careful, graceful, harmful, playful, useful, colorful, joyful, thankful, stressful		Identify the different types of sentences. Identify the parts of a narrative paragraph. Write a descriptive paragraph.	glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences. CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal
33.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Magnet Fun." Identify the different types of sentences. Prewrite for a narrative paragraph. Form your first name in cursive.	
33.3			Build spelling words. Match vocabulary words with the correct definition. Identify the different types of sentences. Write a rough draft of a narrative paragraph. Apply rate, expression and intonation when reading aloud.	
33.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify the different types of sentences. Revise and edit a narrative	

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				paragraph. 6. Form your full name in cursive.	event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.
	33.5			Spell spelling words. Apply vocabulary words to your own writing. Explain the informational text features of "Magnet Fun." Edit writing for errors. Publish a narrative paragraph. Demonstrate comprehension after independent reading.	CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Immigration	34.1	comfortable, erasable, available, portable, disposable, reusable, livable, fixable, wearable, laughable, capable,	disease, pause, actual, continent, brief, cling	Recognize words with the -able and -ably endings. Read vocabulary words and definitions. Define cause and effect. Define prepositions. Identify the parts of a biography.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify

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	probably, miserably, noticeably, reasonably, unseasonably		Write a descriptive paragraph.	the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create
34.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Lawrence's Journey to America." Identify prepositions in sentences. Prewrite for a biography. Write a paragraph in cursive.	
34.3			Build spelling words. Match vocabulary words with the correct definition. Identify prepositions in sentences. Write a rough draft of a biography. Apply rate, expression and intonation when reading aloud.	
34.4			Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify and use prepositions correctly. Revise and edit a biography.	

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				Write a paragraph in cursive.	engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	34.5			Spell spelling words. Apply vocabulary words to your own writing. Complete cause and effect relationships from "Lawrence's Journey to America." Edit writing for errors. Publish a biography in written and oral form. Demonstrate comprehension after independent reading.	
Voting	35.1	know, known, knife, knock, knee, knot, knit, knight, wrong, wrinkle, wrap, wrist, wrote, wreck, wring, write, wristwatch, gnat, sign, gnaw	reveal, ballot, candidate, vote, election, legal	Recognize words with the kn, wr, and gn spelling pattern. Read vocabulary words and definitions. Define sequence. Identify the parts of a persuasive paragraph. Write a descriptive paragraph. Define compound sentences.	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. CCSS.ELA-LITERACY.RI.3.1 Ask and
	35.2			Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "The Voting Process." Identify compound	

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			<p>sentences. Prewrite for a persuasive paragraph. Write a paragraph in cursive.</p>	<p>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences. CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion. CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>
35.3			<p>Build spelling words. Match vocabulary words with the correct definition. Identify compound sentences. Write a rough draft of a persuasive paragraph. Apply rate&#44; expression and intonation when reading aloud.</p>	
35.4			<p>Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify and write compound sentences. Revise and edit a persuasive paragraph. Write a paragraph in cursive.</p>	
35.5			<p>Spell spelling words. Apply vocabulary words to your own writing. Sequence events from "The Voting Process." Edit writing for errors. Publish a persuasive paragraph. Demonstrate</p>	

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				comprehension after independent reading.	<p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Freedom	36.1	speech, child, chance, cheek, chunk, bench, chick, cheese, crunching, lunch, teacher, sandwich, match, watch, batch, catcher, stretch, hatch, ditch, pitch	coward, spoil, loyal, limit, border, rate	<p>Recognize words with the ch and tch spelling pattern.</p> <p>Read vocabulary words and definitions.</p> <p>Define problem and solution.</p> <p>Define complex sentences.</p> <p>Identify the parts of an opinion paragraph.</p> <p>Write a descriptive paragraph.</p>	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.10,</p>

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36.2			<p>Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "Bob's Brilliant Plan." Identify complex sentences. Prewrite for an opinion paragraph. Write a paragraph in cursive.</p>	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p>
36.3			<p>Build spelling words. Match vocabulary words with the correct definition. Identify complex sentences. Write a rough draft of an opinion paragraph. Apply rate&#44; expression and intonation when reading aloud.</p>	<p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion. CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>
36.4			<p>Spell spelling words. Match vocabulary words with the correct definition. Demonstrate comprehension after reading. Identify and write complex sentences. Revise and edit a peer's opinion paragraph. Write a paragraph in cursive.</p>	<p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section. CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and</p>

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	36.5			<p>Spell spelling words.</p> <p>Apply vocabulary words to your own writing.</p> <p>Define the problem and solution in "Bob's Brilliant Plan."</p> <p>Edit writing for errors.</p> <p>Publish an opinion paragraph.</p> <p>Demonstrate comprehension after independent reading.</p>	<p>editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

4th Grade Language Arts A+B Syllabus

Semester A

Module	Unit	Lesson	Objectives
1	Introduction	Welcome to Language Arts!	<ol style="list-style-type: none"> 1. Explain what literature means to people and society. 2. Name some reasons why people read. 3. Describe your own reading preferences and habits. 4. Explain when and why correct spelling is important.
	Processes	Reading	<ol style="list-style-type: none"> 1. Describe some strategies for reading well. 2. Define decoding and test your decoding skills.
		Writing	Identify the stages of the writing process and explain how each stage helps you write well.
		Standard English	Define standard English and explain when it's needed.
	Inferences	Making Inferences	Use the details in what you read to make an inference.
		Collaborative Discussion	<ol style="list-style-type: none"> 1. Take part in a collaborative discussion. 2. Support an opinion with reasons.
		Multiple Meanings	Explain how speakers and writers use words with multiple meanings.

Module	Unit	Lesson	Objectives
2	Plot	Parts of Plot	<ol style="list-style-type: none"> 1. Name the basic elements of a story, and the parts of a plot. 2. Explain how plots are different in short stories, compared to novels.
		Reading Plot	<ol style="list-style-type: none"> 1. Identify some goals for your own growth in reading. 2. Identify the basic elements of plot in a novel.
		Verb Tense	<ol style="list-style-type: none"> 1. Understand how a writer's choice of verb tense affects a story. 2. Define and identify examples of progressive tense.
	Conflict	Conflict	Identify the conflict in a story, and relate conflict to plot.
		Context Clues	Use context clues to figure out what a word means.
		Writing Problems	<ol style="list-style-type: none"> 1. Select good topics and plan ideas for a narrative writing assignment. 2. Use relative adverbs to describe events in your narrative.
	Setting	Setting	Identify and describe the setting in a story.
		Setting as Context	Use the context clues in a story's setting to learn new words.
		Writing Setting	<ol style="list-style-type: none"> 1. Use sensory details to develop the setting for a story. 2. Use prepositional phrases to develop setting.

Module	Unit	Lesson	Objectives
3	Characters	Character Traits	Describe a story's characters in terms of character traits.
		Developing Characters	Identify and use several methods for communicating a character's traits.
		Novel Characters	<ol style="list-style-type: none"> 1. Describe the characters in a novel. 2. Distinguish between precise and imprecise verbs. 3. Edit writing to make the verbs more precise.
	Characterization	Characterization	Recognize direct and indirect characterization.
		Dialogue	<ol style="list-style-type: none"> 1. Use indirect characterization to develop a character. 2. Punctuate dialogue correctly.
		Word Endings	Use knowledge of word endings to figure out what words mean.
	Point of View	Points of View	<ol style="list-style-type: none"> 1. Explain what point of view is. 2. Explain the effect of point of view on a story.
		Paraphrasing	<ol style="list-style-type: none"> 1. Explain the purpose and value of paraphrasing. 2. Select the best examples of paraphrasing for a specific purpose.
		Relative Pronouns	<ol style="list-style-type: none"> 1. Define and identify examples of relative pronouns. 2. Use relative pronouns to describe a character.
		Writing Point of View	<ol style="list-style-type: none"> 1. Distinguish between first-person and third-person point of view. 2. Choose a point of view for a story.

Module	Unit	Lesson	Objectives
4	Narrators	Analyzing Narrators	<ol style="list-style-type: none"> 1. Analyze the narrator in a story. 2. Define and describe omniscient narrator.
		Introducing Narrators	<ol style="list-style-type: none"> 1. Choose a narrator who will provide an interesting point of view for a story. 2. Introduce a story's narrator in a way that is interesting.
		Direct Quotes	<ol style="list-style-type: none"> 1. Define and identify examples of direct quotes. 2. Use commas and quotation marks to punctuate a direct quote
	Theme	What is Theme?	<ol style="list-style-type: none"> 1. Define theme. 2. Explain the difference between theme and plot.
		Time to Write!	<ol style="list-style-type: none"> 1. Write a story based on ideas generated for prewriting activities. 2. Apply strategies for deciding if a sentence is complete.
	Finding Themes	How to Find Themes	Identify themes in a story, based on events and details.
		Describing Themes	Describe a theme in a story and explain what elements of the story support the theme.
		Themes and Titles	Explain how a story's title and theme are sometimes related.
		Discussion Questions	Identify questions that help a discussion by clarifying what others have said.

Module	Unit	Lesson	Objectives
5	Comparing Themes	Common Themes	<ol style="list-style-type: none"> 1. Identify a theme that two stories share. 2. Give reasons supported by facts and details.
		Reviewing Discussion Ideas	Review key ideas expressed in a discussion.
		Idioms	Define and recognize examples of idioms.
	Forms of Fiction	Myths and Fables	<ol style="list-style-type: none"> 1. Compare and contrast forms of short fiction. 2. Use academic words related to the study of fiction.
		Folk Tales	<ol style="list-style-type: none"> 1. Use academic words related to the study of fiction. 2. Distinguish among different forms of short fiction
		Opinions and Claims	Write and support a claim about a piece of literature they've read.
		Writing Opinions	<ol style="list-style-type: none"> 1. Write an essay that develops support for a claim. 2. Explain what makes a good conclusion to an opinion paper.
	Forms of Media	What Is Multimedia?	List and compare media forms used to tell stories.
		Paraphrasing Multimedia	Paraphrase ideas presented in media other than written text.
		Transitions	Link opinions and reasons using transition words and phrases.
		Checking for Commas	Apply rules for using commas after transitional tags.

Module	Unit	Lesson	Objectives
6	Analyzing Multimedia	Multimedia Stories	Analyze a story delivered in a multimedia format.
		Stereotypes and Multimedia	1. Analyze the effect of a multimedia story. 2. Define and identify examples of stereotypes.
		Peer Review	Review the written work of peers.
		Revision	Revise a story to make it easier for readers to visualize.
		Editing for Commas	Identify and correct common errors in the use of commas.
	Mythology	Mythological Beings	Identify key characters from various cultures' myths.
		Allusions	Define and identify examples of an allusion.
		Allusions as Context	Use allusions as clues for determining a word's meaning.
		Using References	Use reference materials and strategies to understand allusions to mythology.
	Comparing Myths	Creation Myths	Compare and contrast myths from different cultures.
		Writing to Compare	Write an essay that compares and contrasts two myths.
		Mythological Roots	Define words with Latin roots that are related to mythology.

Semester B

Module	Unit	Lesson	Objectives
1	Elements of Poetry	What Is Poetry?	Explain the differences between poems and other forms of literature.
		How Poems Look	Describe visual characteristics of poems (line/verse/stanza).
		Sounds of Poetry	Describe music characteristics of poems (rhythm, meter, rhyme).
		Confusing Words	Correctly use frequently confused words (to, two, too; there, their, they're).
	Poetry in Practice	Similes and Metaphors	Explain the meaning of simple similes and metaphors in context.
		Figurative Language	Interpret a poet's use of figurative language.
		How Poets Choose Words	Interpret a poet's word choice based on word relationships and nuances of meaning.
		Where Adjectives Belong	Recognize standard word order for adjectives used in English sentences.
	Drama	What Is Drama?	Explain the differences between drama and other forms of literature.
		The Truth in Drama	<ol style="list-style-type: none"> 1. Define adage and proverb, and identify examples of these expressions. 2. Recognize and explain the adage or proverb expressed by a fable or folktale.
		Sentence Fragments in Drama	<ol style="list-style-type: none"> 1. Define and identify examples of sentence fragments. 2. Explain how sentence fragments are used in dramatic scripts
		Sentence Fragments in Dialogue	<ol style="list-style-type: none"> 1. Recognize sentence fragments as they are used in drama. 2. Explain the purpose of sentence fragments in dialogue.

Module	Unit	Lesson	Objectives
2	Elements of Drama	Structure of Drama	Describe the structural elements of drama.
		From Script to Performance	Make connections between drama text and drama performance.
		Correcting Fragments	Correct inappropriate use of sentence fragments.
		Spelling Words Correctly	Spell words correctly, consulting references as needed.
	Reading for Information	Informational Text	1. Distinguish between informational text and fiction. 2. Read for details in informational text.
		Informational Inferences	Make inferences based on informational text.
		Explicit and Implicit Messages	1. Distinguish between explicit and implicit messages. 2. Explain the explicit and implicit messages in informational text.
		Details That Support Messages	Identify details that convey explicit and implicit messages.
	Main Ideas	The Big Idea	Identify the main idea in a passage of informational text.
		Supporting Details	Explain how a main idea is supported by details in a text.
		Summarizing Information	1. Distinguish between summarizing and paraphrasing. 2. Write summaries that include main ideas and supporting ideas. 3. Paraphrase a section of informational text.
		Synonyms and Antonyms	Explain the meaning of words by relating them to their opposites or to words with similar meanings.

Module	Unit	Lesson	Objectives
3	Technical Reading	Types of Information	Identify characteristics of historical and technical writing.
		Reading History and Science	Apply strategies for reading historical and scientific texts.
		Word Parts	Use Greek and Latin word parts as clues to word meanings.
		Summarizing as Strategy	Summarize historical, scientific, and technical text
	Text Structures	Patterns of Meaning	Identify and describe the overall structure of a text.
		The Shape of Information	Identify the structure of a text as chronological, comparison, cause/effect, or problem solution.
		Organizing Your Own Ideas	Use knowledge of the basic structure of informational text to organize their own ideas.
		The Right Words	<ol style="list-style-type: none"> 1. Identify the importance of precise language and domain-specific vocabulary when writing about a topic. 2. Choose precise, domain-specific vocabulary to write about a topic.
	Informational Reports	Firsthand, Secondhand	Compare and contrast firsthand and secondhand accounts.
		Reasons and Evidence	Explain how an author uses reasons and evidence to support particular points in a text.
		Using a Dictionary	Use a dictionary to learn the definitions and pronunciation of a word.
		Drafting a Report	Draft an informational report containing facts, definitions, and details about a topic.

Module	Unit	Lesson	Objectives
4	Multimedia Information	Informational Images	1. Identify the role of images in supporting the ideas in an informational text. 2. Interpret information presented visually with drawings or photographs.
		Charts and Graphs	Interpret information presented quantitatively with charts, graphs, timelines, diagrams, animations, etc.
		The Sound of Information	Interpret information presented orally with voice, sound, and music.
		Using Visual Elements	Use visual elements to develop and support a topic.
	Integrating Information	Sharing Information	Integrate information from two texts on the same topic.
		Sharing Direct Quotes	Develop an idea by integrating direct quotes.
		Punctuating Direct Quotes	Apply rules for punctuating direct quotes integrated into a report.
		Stopping Run-on Sentences	Recognize and correct run-on sentences.
	Writing Information	Conclusions	Provide a concluding statement or section for information developed on a topic.
		Transitional Tags	Revise an informational report, adding words and phrases that signal transitions from one idea to another.
		Peer Reviewing Information	Apply peer review strategies to informational writing.
		Revising Informational Reports	1. Use feedback from peers to improve a written draft. 2. Revise and edit an informational report

Module	Unit	Lesson	Objectives
Module 5	Planning a Research Project	Steps to Research	Define research and describe the steps involved.
		Your Research Topic	<ol style="list-style-type: none"> 1. Identify the characteristics of a good research question. 2. Generate ideas for research questions. 3. Select the best research question from among several options.
		Your Research Plan	Plan a research project that investigates several aspects of a topic.
		Knowledge and Experience	<ol style="list-style-type: none"> 1. Describe the role of perspective and personal experience in completing a research project. 2. Recall and explain information from an experience relevant to a research topic.
	Gathering Information	Print and Digital Sources	<ol style="list-style-type: none"> 1. Gather relevant information from print and digital sources. 2. Record information about sources.
		Tracking Sources	Record source information as part of a note-taking process.
		Taking Notes	Take notes from informational texts, displays, and presentations.
		Ordering Information	Organize information gathered through research.
	Analyzing Information	Fact and Opinion	Identify and apply procedures for analyzing information as factual or opinion-based.
		Analyzing Notes	Analyze information gathered during a research project.
		Analysis Statements	Write analytical statements based on information gathered during research.
		Supporting Analysis	Support analysis statements using evidence from research.

Module	Unit	Lesson	Objectives
Module 6	Delivering Information	Preparing an Oral Report	Prepare an oral report by selecting and organizing information on a topic.
		Using Facts and Details	Select facts and details to support the main ideas in an oral report.
		Delivering an Oral Report	Deliver an oral report, speaking clearly at an understandable pace.
		Recording an Oral Report	Produce an audio recording of an oral report.
	Discussing Information	Analyzing a Speech	Identify the reasons and evidence a speaker provides to support his or her main ideas.
		Discussing Speeches	<ol style="list-style-type: none"> 1. Participate in collaborative discussions based on specific topics. 2. Respond appropriately to the spoken ideas of other students.
		Formal and Informal English	<ol style="list-style-type: none"> 1. Distinguish between formal and informal styles of English discourse. 2. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
		Commas in Compound Sentences	Use a comma before a coordinating conjunction in a compound sentence.
	Presenting Information	Adding Visual Elements	Select visual elements to include in an oral or multimedia presentation.
		Using Terminology	<ol style="list-style-type: none"> 1. Define and identify examples of terminology. 2. Consult reference materials, both print and digital, to find the pronunciation and precise meaning of key words and phrases.
		Creating Multimedia	Create a multimedia presentation on a researched topic.
		Using Exclamation Marks	Identify sentences or writing situations that justify the use of exclamation points.

5th Grade Language Arts A+B Syllabus

Semester A

Module	Unit	Lesson	Objectives
1	Processes	Introduction	<ol style="list-style-type: none"> 1. Describe the types of conversations that people have about literature. 2. Tell how much time you can spend writing at one sitting. 3. Explain when and why correct spelling is important.
		The Reading Process	Describe the skills and strategies involved in the process of reading.
		The Writing Process	Identify the stages of the writing process and explain how each stage helps you write well.
		Standard English	<ol style="list-style-type: none"> 1. Define standard English, and explain when and where it is most appropriate. 2. Identify elements of standard English.
	A Story's Structure	Describing Stories	Name the basic elements of a story, and the parts of a plot.
		Comparing Stories	<p>Identify the plot elements in a novel.</p> <p>Use words and phrases that help you compare two things or ideas.</p>
		Purposes for Writing	List and explain purposes for writing.

5th Grade Language Arts A+B Syllabus

Module	Unit	Lesson	Objectives
2	Conflict	Describing Conflict	Identify the conflict in a story, and relate conflict to plot.
		Collaborative Discussion	Describe what should happen in a collaborative discussion.
		Writing a Story	<ol style="list-style-type: none"> 1. Complete prewriting and planning steps for a narrative writing assignment. 2. Select the best verb tense for a particular narrative (story).
	Characterization	Building Character	<ol style="list-style-type: none"> 1. Draw conclusions about characters, based on indirect characterization. 2. Use indirect characterization to develop characters in your narrative.
		Dialogue	<ol style="list-style-type: none"> 1. Use dialogue as a method of characterization. 2. Punctuate dialogue correctly.
	Setting	The Impact of Setting	<ol style="list-style-type: none"> 1. Identify and describe a story's setting. 2. Explain the impact of a story's setting on other parts of the
		Discussing Setting	<ol style="list-style-type: none"> 1. Apply an understanding of setting to a novel. 2. Prepare to discuss a novel's settings with other students.
		Sensory Details	<ol style="list-style-type: none"> 1. Distinguish between general abstract details and specific sensory details. 2. Use sensory details to develop the setting for a story.
		Punctuating Titles	Use correct punctuation when writing the titles of stories and books.

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Module	Unit	Lesson	Objectives
3	Narrators	Identifying Point of View	<ol style="list-style-type: none"> 1. Apply strategies for identifying a story's point or view and/or narrator. 2. Explain how point of view affects a story's narration.
		The Narrator as Context	Use point of view to clarify what a word means.
		Choosing Context	<ol style="list-style-type: none"> 1. Identify the best strategy for figuring out a word's meaning. 2. Choose the best point of view for your own narratives.
	Points of View	Comparing Points of View	Compare similar stories narrated from different points of view.
		Introductory Commas	<ol style="list-style-type: none"> 1. Use commas to set apart introductory phrases like For example. 2. Write the first draft of a narrative told from a particular point o
	Theme	Finding Themes	Identify the theme in a story, using details related to plot, setting, and character.
		Idioms	<ol style="list-style-type: none"> 1. Define idiom, and explain some common idioms. 2. Finish the first draft of a narrative by writing for longer periods of

5th Grade Language Arts A+B Syllabus

Module	Unit	Lesson	Objectives
4	Forms of Narrative	Literary Forms	Name the forms that narrative literature can take.
		Narrative Sections	Describe the sections in each narrative form (chapters, scenes, etc.)
		Narrative Conclusions	1. Describe the purpose of a narrative's conclusion. 2. Improve the conclusion of the narrative they wrote.
		Sentence Fragments	1. Identify examples of sentence fragments. 2. Describe or identify situations in which sentence fragments are useful and appropriate.
	Multimedia	What Is Multimedia?	Explain how multimedia can make stories come to life.
		Peer Review	Use a constructive method to provide feedback on a peer's narrative.
		Building Ideas	Collaborate with others to provide a review of a peer's writing.
		Sentence Combining	Combine sentences to make a story flow more smoothly.
	Genres	What Is Genre?	1. Distinguish between genres and types of stories. 2. Describe the most common genres of fiction.
		Revising Your Narrative	1. Apply notes from a peer review session to efforts at revision. 2. Identify run-on sentences and revise them so they're e
		A Multimedia Narrative	Use multimedia elements and techniques to present an original narrative.

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Module	Unit	Lesson	Objectives
5	Comparing and Contrasting	Reading Science Fiction	Find story elements related to a specific genre.
		Comparing Science Fiction	Compare and contrast two stories written in the same genre.
		Commas for Transition	Use commas to set transition words and phrases apart from the rest of a sentence.
	Writing Opinions	Claims and Reasons	State an opinion clearly and support it with reasons.
		Organizing Ideas	Organize ideas into well-structured paragraphs.
		Sentence Editing	1. Identify reasons for expanding and combining sentences. 2. Edit sentences to clarify or connect the ideas in an essay.
	Drama	Reader's Theater	1. Describe reader's theater as a type of drama. 2. Create a dramatic script based on an existing work of literature.
		Plays and Novels	Compare the elements of drama to the elements of a novel or short story.
		Dialect	Define and identify examples of dialect.
		Dramatic Forms	List and describe the most common forms of drama.
		Finding Themes in Drama	Identify the theme in a play, based on details in the text.

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Module	Unit	Lesson	Objectives
6	Narrative Poetry	Forms of Poetry	Distinguish between narrative poems and lyric poems.
		Poems As Stories	Analyze the theme of a narrative poem.
		How to Edit	Identify the kinds of changes appropriate to the editing stage of the writing process.
		Editing for Verb Tense	Identify and correct unneeded shifts in verb tense.
	Lyric Poetry	Themes in Lyric Poetry	Identify and express the theme or themes of a lyric poem.
		Sound Effects	Identify the ways in which poems make music.
		Uses of Imagery	Describe how poets use imagery in lyric poems.
		Antonyms and Synonyms	Use synonyms and antonyms to understand unfamiliar words in a poem.
	Classic Literature	What Are the Classics?	Define and describe classic literature.
		Reading Classic Poetry	Use common reading strategies to comprehend difficult, complex literature.
		Reading Classic Prose	Comprehend and interpret a passage in a classic novel.
		Figurative Language	Identify examples of figurative language in a text.

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Semester B

Module	Unit	Lesson	Objectives
1	Reading Information	Main Ideas	1. Identify two or more main ideas in a passage of informational text. 2. Explain how the main ideas in a text are supported by details.
		Supporting Details	Explain how the main ideas in a text are supported by details.
		Using Direct Quotes	Use direct quotes to support your explanation of a text’s main ideas.
		Punctuating Quotes	Punctuate direct quotes used to support an explanation.
	Finding Answers	Sources of Information	Identify sources that may provide the answer to a specific question.
		Using Information	Use information from print and digital sources to answer a question.
		Homophones	Define homophone and identify some commonly confused examples.
		Spelling Homophones	Identify and apply strategies for remembering how to spell these words.
	Analyzing Claims	Finding Claims	1. Define and identify examples of written claims. 2. Identify an author's claim.
		Finding Support for Claims	1. Explain how authors use reasons and evidence to support a claim. 2. Identify examples of reasons and evidence that support a claim.
		Analyzing a Claim	Analyze the claim in a persuasive text.
		Conjunctions	1. Define and identify examples of conjunctions. 2. Explain the role of conjunctions in a sentence.

5th Grade Language Arts A+B Syllabus

Module	Unit	Lesson	Objectives
2	Reading Science	Connecting Concepts	Explain the relationship between two concepts in a scientific article.
		Scientific Words	Identify and define words commonly used in scientific articles.
		Dissecting Words	Use common Greek and Latin word parts to figure out what words mean.
		Using Conjunctions	Explain how conjunctions are used to show relationships between ideas.
	Analyzing Science	Organizing Science	Identify common ways of organizing scientific articles.
		Comparing Organization	Compare the organization of two different scientific articles.
		Integrating Science Sources	Integrate information from two scientific articles on the same topic.
		Researching Words	Use reference materials to find out the exact meaning and pronunciation of key words and phrases.
	Reading History	Connecting Events	Explain the relationship between two events in an historical ac
		Historical Words	Identify words that are commonly used in historical accounts.
		Context Clues in History	Use cause and effect relationships to determine the meanings of unfamiliar words used in historical accounts
		Prepositions	Define and explain the use of prepositions and prepositional phrases.

5th Grade Language Arts A+B Syllabus

Module	Unit	Lesson	Objectives
3	Analyzing History	Comparing Historical Accounts	Compare and contrast two accounts of the same event.
		The Author's Perspective	Analyze the perspective of an author writing about historical eventx
		Correlative Conjunctions	Define and identify examples of correlative conjunctions.
		Using Correlative Conjunctions	Use correlative conjunctions to compare and contrast ideas.
	Researching	Research Questions	Generate a question to use as a research topic.
		Finding Sources	Find sources that may provide answers to a research question.
		Using Reference Materials	Use a dictionary to find out the exact meaning and pronunciation of key words and phrases.
	Summarizing Sources	Summarizing	Summarize articles used to answer a research question.
		Selecting Direct Quotes	1. Select direct quotes to support an explanation of an article's claims.2. Provide context for a direct quote by summarizing the source of the quote.
		Transitional Tags	Use transitional tags to integrate direct quotes into a summary.
		Punctuating Direct Quotes	1. Identify correctly punctuated direct quotes. 2. Integrate direct quotes into a research report and correctly punctuate them.

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Module	Unit	Lesson	Objectives
4	Making Your Case	Finding an Angle	Explain their perspective on a topic they researched.
		Supporting Your Ideas	Develop a perspective on a topic with reasons and information.
		Research Words	Identify and define words commonly used in research reports.
		Spelling	Recall the correct spelling of words that are frequently used in research reports.
	Building Arguments	Finding Evidence	Identify evidence that supports a claim and the reasoning behind it.
		Organizing Research Reports	<ol style="list-style-type: none"> 1. Define and identify common ways of organizing research reports. 2. Choose the best structure for supporting a particular claim or purpose for a research report.
		Outlining a Research Report	Use an outline to plan the organization of a research report.
	Writing Your Report	Drafting a Research Report	Draft a research report that develops a perspective on a topic.
		Writing Strategies	<ol style="list-style-type: none"> 1. Draft a research report that develops a perspective on a topic. 2. Use writing strategies that help them develop ideas and expand on details.

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Module	Unit	Lesson	Objectives
Module 5	Peer Review	Review and Respond	Peer review a research report written by another student.
		Combining Sentences	Identify sentences that should be combined with other sentences.
		Separating Sentences	Determine if a group of words is a complete sentence.
	Revisit and Revise	Using Feedback	Evaluate and prioritize feedback provided by peers and/or a teacher.
		Plan to Revise	Develop a plan for revising a research report.
		Revising a Report	In this lesson students will apply what they've learned about revising a research report.
		Revising for Style	Improve the style and clarity of a research report by expanding, combining, separating, or reducing sentences.
	Proof and Edit	Proofreading	1. Identify the areas to check when proofreading a research report. 2. Proofread a research report.
		Editing By Checklist	1. Describe the purpose of an editing checklist. 2. Identify items that typically appear on an editing checklist.
		The Final Touches	1. Correct common writing mistakes related to grammar, usage, and mechanics. 2. Edit a research report.
		Citing Your Sources	Cite sources of information used in a research report.

5th Grade Language Arts A+B Syllabus

Module	Unit	Lesson	Objectives
6	Speak Up	Planning an Oral Report	<ol style="list-style-type: none"> 1. Select main ideas and details for an oral report. 2. Organize ideas for an oral report.
		Choosing Details for a Speech	Choose and integrate facts and descriptive details to support the main ideas in an oral report.
		Visual Elements	Create or select visual elements to illustrate key points in an oral report.
		Speaking Techniques	Identify, describe, and apply techniques that make an oral report more clear and compelling for an audience.
	Make It Zing	Presenting Multimedia	Identify media components that will help present a set of main ideas with a particular point of view.
		Planning a Presentation	Create an outline, site map, or other plan representing ideas and media components for a multimedia presentation.
		Look and Listen	Summarize a presenter's main ideas or argument.
		Interjections	<ol style="list-style-type: none"> 1. Define and identify examples of interjections. 2. Distinguish between mild and strong interjections. 3. Punctuate interjections correctly.
	Get Heard	Power Tools for Communication	<ol style="list-style-type: none"> 1. Identify some of the ways in which technology helps people share ideas. 2. Identify some of the dangers or drawbacks of technology-enhanced communication.
		Publishing with Technology	Use technology to share your point of view with a larger audience.
		Responding to Ideas	Respond appropriately to the digital messages of others.
		The Perfect Tense	<ol style="list-style-type: none"> 1. Define and identify examples of the perfect tense. 2. Form and use the perfect verb tenses (I had walked; I have walked; I will have walked).

Sixth Grade Language Arts A

Course Syllabus

Course Description

In this course, you will read and analyze informational texts. These texts take many different forms, including biographies, personal accounts of events, instructional documents, film reviews, and persuasive letters. The course's reading selections demonstrate ways to understand explicit and implicit information, central ideas and key details, and claims and arguments, among other ideas and concepts. Over the course of ENG061, you will read the novel *The Road* by Jack London. You will also examine informational texts to better your understanding of the science behind sunsets, the lives of several important historical figures, the history of the Olympics, and the process of flotation used by archeologists, among other topics.

As you read the selections in this course, you will practice ways to use supporting evidence, identify central ideas, make inferences, analyze word choice, and identify figurative and connotative language in informational texts. In addition, you will learn about basics in grammar, usage, and punctuation, including correct spelling, analogies and word relationships, simple and compound sentences, prepositions and prepositional phrases, subordinating conjunctions, and varying sentence patterns. You will also review context clues to determine word meaning, and you will learn various vocabulary words and more about Greek and Latin prefixes, suffixes, and roots.

In addition, you will learn the elements of informational and argument writing so that you can plan, create, write, revise, and edit your own informational and argument essays.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of informational texts.

Course Objectives:

- Identify and describe central ideas and key details in texts.
- Describe and make connections between key individuals, ideas, and events in texts.
- Identify and analyze implicit and explicit evidence in texts to make inferences.
- Determine how a text's perspective and structure contribute to its meaning and style.
- Identify and analyze claims and arguments within informational texts.
- Identify and interpret figurative, connotative, and technical meanings in texts.
- Identify and define common Greek and Latin roots and affixes to determine the meaning of words.
- Use context clues to determine the meaning of unfamiliar words.
- Use phrases and clauses within different sentence structures when writing.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Identify topics and issues in informational texts across a variety of different informational mediums.
- Use knowledge of writing ideas, concepts, and strategies to write informational and argument essays.

Required Materials

- Word-processing software
- Internet browser

Sixth Grade Language Arts A**Course Syllabus****Course Overview**

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Vocabulary Words; Language, Reading, and Writing Skills and Activities; Lesson Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words – Includes parts of speech, definitions, synonyms, related words, and etymology; contains practice questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains workbook questions; is a part of the Language Skill.

Reading Selections – Includes reading selections, videos, infographics, and audio files; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains workbook questions; is part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; workbook questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes an informative essay, completed in Units 2 and 3; and an argument essay, completed in Units 4 and 5.

Checkpoint – Uses 15 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a summary of the skills covered in the unit.

Sixth Grade Language Arts A
Course Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

Midterm Writing Exam – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End-of-Course Writing Assessment only once.

Midterm Exam – This exam is in the last lesson and consists of 40 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

Sixth Grade Language Arts A
Course Syllabus

Schedule of Work**Unit 1: Amazing Journey**

- A. Introduction: Lessons 1–5
 - Language Skills: Lessons 1–5
- B. Vocabulary Words: Lessons 1–4
- C. Language Skills: Lessons 1, 3
 - Language Skills Workbooks: Lessons 1, 3
 - Language Skills Exam Prep: Lesson 5
- D. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1-4
 - Reading Skills Exam Prep: Lesson 5
- E. Research Skills for Writing: Lessons 1–5
 - Writing Skills Workbooks: Lessons 1-5
- F. Discussion Board: Lessons 1–5
- G. Checkpoint: Lessons 1–4
- H. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *The Road – Confession* Parts 1-3
- *The Road – Holding Her Down* Parts 1-2
- “There’s Still Gold in Those Hills”
- “The Amazing Transistor”
- “Greatness Behind the Scenes”
- “A Highway of Water”
- “The Science of Sunsets”
- “History Beneath Our Feet”
- “Making It Real”
- “The Life of Theodore Roosevelt” excerpt
- “The Great Storyteller”
- “The Olympic Tradition”

Sixth Grade Language Arts A
Course Syllabus

Unit 2: We've Only Just Begun

- A. Introduction: Lessons 6–10
- B. Language Skills: Lessons 6–10
 - Vocabulary Words: Lessons 6–9
 - Language Skills: Lessons 6, 8
 - Language Skills Workbooks: Lessons 6, 8
 - Language Skills Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6-9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills and Activities (Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6-10
- E. Discussion Board: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Road – Holding Her Down* Part 3
- *The Road – Pictures* Parts 1-3
- *The Road – “Pinched”* Part 1
- “Let’s Have a Chess Club
- “Film Review: Seven Continents”
- “The Wild, Wild 2”
- “Time Travel”
- “Allegra Addison Adds Faster”
- “One Harey Situation”
- “Tiny Workers”
- “Archeology in the Lab”
- “The Power of Color on a Computer Screen”
- “Let’s Go Fly a Kite”

Sixth Grade Language Arts A
Course Syllabus

Unit 3: Middle of the Road

- A. Introduction: Lessons 11–15

- B. Language Skills: Lessons 11–15
 - Vocabulary Words: Lessons 11–14
 - Language Skills: Lessons 11, 13
 - Language Skills Workbooks: Lessons 11, 13
 - Language Skills Exam Prep: Lesson 15

- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11-14
 - Reading Skills Exam Prep: Lesson 15

- D. Writing Skills and Activities (Writing Project): Lessons 11–15
 - Writing Skills Workbooks: Lessons 11-15

- E. Discussion Board: Lessons 11–15

- F. Checkpoint: Lessons 11–14

- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *The Road – “Pinched”* Parts 2-3
- *The Road – The Pen* Parts 1-3
- “Sir Isaac Newton”
- “The Great Thinkers”
- “The Green Team”
- “Twist a Balloon Dog”
- “Party Time”
- “The Curfew”

Sixth Grade Language Arts A
Course Syllabus

Unit 4: My Own Strange Path

- A. Introduction: Lessons 16–20

- B. Language Skills: Lessons 16–20
 - Vocabulary Words: Lessons 16–19
 - Language Skills: Lessons 16, 18
 - Language Skills Workbooks: Lessons 16, 18
 - Vocabulary and Language
 - Skills Exam Prep: Lesson 20

- C. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16-19
 - Reading Skills Exam Prep: Lesson 20

- D. Writing Skills and Activities (Writing Project): Lessons 16–20
 - Writing Skills Workbooks: Lessons 16-20

- E. Discussion Board: Lessons 16–20

- F. Checkpoint: Lessons 16–19

- G. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *The Road – Hoboes That Pass In The Night* Parts 1-3
- *The Road – Road-Kids and Gay-Cats* Parts 1-2
- “Persuasive Letters”
- “Why I Support Our School’s No-Snacking Policy”
- “Volunteer Today!”
- “Paper and the Environment”
- “Speech: Why We Want Our Water Back”
- “The Importance of a Class Newsletter”
- “Managing School Recycling”
- “The Fundraising Fair”

Sixth Grade Language Arts A
Course Syllabus

Unit 5: Long Walk Home

- A. Introduction: Lessons 21–25

- B. Language Skills: Lessons 21–25
 - Vocabulary Words: Lessons 21–24
 - Language Skills: Lessons 21, 23
 - Language Skills Workbooks: Lessons 21, 23
 - Language Skills Exam Prep: Lesson 25

- C. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21-24
 - Reading Skills Exam Prep: Lesson 25

- D. Writing Skills and Activities (Writing Project): Lessons 21–25
 - Writing Skills Workbooks: Lessons 21-25

- E. Discussion Board: Lessons 21–25

- F. Checkpoint: Lessons 21–24

- G. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *The Road – Road-Kids and Gay-Cats Part 3*
- *The Road – Two Thousand Stiffs Parts 1-3*
- *The Road – Bulls Part 1*
- “White Bright Gel Pens”
- “Everybody’s Going Healthy”
- “Rome: An Empire for the Ages”
- “Journal Article: Making Smart Choices with Water”
- “Overcoming Great Obstacles”
- “From Secretary to Scientist”
- “Big Dreams for an Art Center/Support the Bridge Street Art Center”
- “Playing Sports/Teamwork”
- “Les Paul”
- “Boston Tea Party”

Sixth Grade Language Arts A
Course Syllabus

Unit 6: End of the Line

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–28
- C. Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- D. Writing Skills Exam Prep: Lessons 27–28
- E. Midterm Writing Exam: Lesson 29
- F. Discussion Board: Lessons 26–30
- G. Midterm Exam: Lesson 30

Unit 6 Reading Selections

- The Road – Bulls Parts 2-4
- “What’s So Funny?”
- “A Taste of Friendship”
- “The Courageous Amelia Earhart”
- “Protect the Pollinators”
- “John Muir: Man for Nature”
- “King Valley Middle School”
- “A Lady Worth Knowing”
- “Organic Farming: The Best Solution/The Only Way to Feed the World”
- “Field Trips”

Sixth Grade Language Arts B

Course Syllabus

Course Description

In this course, you will focus on learning reading skills based on literary texts. The texts come from a number of genres and include a novel, excerpts from novels, short stories, poems, and plays. The course's reading selections demonstrate ways to understand explicit and implicit information, theme, characters, plot, poetic techniques, and figurative language, among other ideas and concepts. You will read the entire novel *The Wonderful Wizard of Oz* in almost every lesson throughout the course. You will read excerpts from the novels *Little Women* and *The Adventures of Tom Sawyer*, and stories and plays about challenging situations, getting caught doing something wrong, finding something unexpected, and why the crocodile has a wide mouth.

Additionally, you will read poems from famous poets, such as Robert Louis Stevenson, Robert Frost, and Carl Sandburg, to name a few. You will also watch several videos of famous poems being read aloud.

As you read the novels, short stories, poems, and plays in this course, you will practice ways to identify central ideas and themes; make inferences; analyze word choice; identify figurative and connotative language; and compare and contrast poems, poems to stories, poems to video versions. In addition, you will learn about basics in grammar, usage, and punctuation, including conjunctive adverbs, predicate adjectives, various types of pronouns, active and passive voice, and semicolons and colons. You will also learn 20 new vocabulary words in each of the first five units of the course.

In addition, you will learn the elements of narrative writing so that you can plan, create, write, revise, and edit your own personal narrative. You will also learn about different forms of poetry and their characteristics, and different poetic techniques in order to write several types of poems.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of literary texts and narrative and poetry writing.

Suggested Prerequisite: ENG061-6A

Sixth Grade Language Arts B**Course Syllabus****Course Objectives:**

- Describe and analyze how the elements of plot cause characters to respond or change in literary texts.
- Identify and describe themes and central ideas in literary texts.
- Identify and analyze how an author develops point of view and perspective in literary texts.
- Describe and analyze how a sentences, chapters, scenes, or stanzas affect the structure in literary text.
- Identify and analyze implicit and explicit evidence in texts to make inferences.
- Identify and interpret figurative and connotative meanings in literary texts.
- Determine the impact of word choice in literary texts.
- Identify and explain poetic forms, structure, and techniques when looking into poetry.
- Compare and contrast topics, themes, ideas, and experiences in stories, poems, and videos.
- Identify and use different types of adverbs, adjectives, pronouns, and pronoun case.
- Identify and correct vague pronoun use and shifts in pronoun number and person.
- Identify and use active and passive voice while writing.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use knowledge of writing ideas, concepts, and strategies to write a personal narrative and various forms of poetry.

Required Materials

- Word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Vocabulary Words; Language, Reading, and Writing Skills; Writing Activities; Lesson Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Sixth Grade Language Arts B**Course Syllabus****Course Organization**

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words– Includes parts of speech, definitions, synonyms, related words, and etymology; contains workbook questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains workbook questions; is a part of the Language Skill.

Reading Selections – Includes annotated reading selections and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains workbook questions; is part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains workbook questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a personal narrative, completed in Units 2 and 3; and the writing of four different poems, completed in Units 4 and 5.

Checkpoint – Uses 15 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives chances to share personal thoughts and ideas about the topics and ideas covered in each lesson.

Exam Prep – Presents a summary and review of the skills covered in the unit.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

End-of-Course Writing Assessment – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End-of-Course Writing Assessment only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

Sixth Grade Language Arts B
Course Syllabus

Schedule of Work**Unit 1: Ease On Down the Road**

- A. Introduction: Lessons 1–5
- B. Language Skills: Lessons 1–5
 - Vocabulary Words: Lessons 1–4
 - Vocabulary Words Workbooks: Lessons 1–
 - Language Skills: Lessons 1, 3
 - Language Skills Workbooks: Lessons 1, 3
 - Vocabulary and Language Skills Exam Prep: Lesson 5
- C. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–4
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- D. Discussion Board: Lessons 1–5
- E. Checkpoint: Lessons 1–4
- F. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- The Wonderful Wizard of Oz Chapters 1–4
- “If Birds Could Touch the Sun”
- “Javier and the Zuni Kicking Stick”
- “A Gift at the Beach”
- “The Summer Assignment”
- “excerpt from The Adventures of Tom Sawyer”
- “Sonia’s Blankets”
- “A Stupid Thing to Do”
- Two Folk Tales: “Golden Flower Girl” and “The Special Zapotecs”
- “Putting It Together”
- “The Donkey and the Charger”
- “Yul and His Violin”

Sixth Grade Language Arts B
Course Syllabus

Unit 2: We're Off to See the Wizard

- A. Introduction: Lessons 6–10
- B. Language Skills: Lessons 6–10
 - Vocabulary Words: Lessons 6–9
 - Vocabulary Words Workbooks Lessons 6–9
 - Language Skills: Lessons 6, 8
 - Language Skills Workbooks: Lessons 6, 8
 - Vocabulary and Language Skills Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills and Activities (Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6–10
- E. Discussion Board: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- The Wonderful Wizard of Oz Chapters 5–9
- “Rescuing Tadpoles”
- “The First Ride”
- “The Reluctant Gardener”
- “Duet”
- “How Bess Managed Tom”
- “Great-Gramp”
- “excerpt from: Little Women”
- “Calli’s Ride”
- “The Decision Maker”

Sixth Grade Language Arts B
Course Syllabus

Unit 3: Can I Go On?

- A. Introduction: Lessons 11–15
- B. Language Skills: Lessons 11–15 Vocabulary Words: Lessons 11–14
 - Vocabulary Words Workbooks: Lessons 11–14
 - Language Skills: Lessons 11, 13
 - Language Skills Workbooks: Lessons 11, 13
 - Vocabulary and Language Skills Exam Prep: Lesson 15
- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- D. Writing Skills and Activities (Writing Project): Lessons 11–15
 - Writing Skills Workbooks: Lessons 11–15
- E. Discussion Board: Lessons 11–15
- F. Checkpoint: Lessons 11–14
- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- The Wonderful Wizard of Oz Chapters 10–12
- “The Family Gathering”
- “Vanished into Thin Air”
- “Willamette Walking”
- “The Traveler”
- “A Treasure in the Attic”
- “A Gift at the Beach”
- “Putting It Together”
- “A Midwest Porch”
- “I Can Do It”

Sixth Grade Language Arts B
Course Syllabus

Unit 4: Believe in Yourself

- A. Introduction: Lessons 16–20
- B. Language Skills: Lessons 16–20 Vocabulary Words: Lessons 16–19
 - Vocabulary Words Workbooks: Lessons 16–19
 - Language Skills: Lessons 16, 18
 - Language Skills Workbooks: Lessons 16, 18
 - Vocabulary and Language Skills Exam Prep: Lesson 20
- C. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- D. Writing Skills and Activities (Writing Project): Lessons 16–20
 - Writing Skills Workbooks: Lessons 16–20
- E. Discussion Board: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- The Wonderful Wizard of Oz Chapters 13–17
- “The Lion and the Gnat”
- “Fog” poem
- “Lost” poem
- “Sing-Song” poems
- “The Pasture” poem
- “Nothing Gold Can Stay” poem
- “King Ceyx and Alcione”
- “At a Place Called Kaya in Tanba” poem
- “The History Basket”

Unit 4 Reading Selections

- “The Emperor’s New Clothes” play
- “The Village Blacksmith” poem
- “Bed in Summer” poem
- “My Shadow” poem
- “Trees” poem
- “What does the little birdie say?” poem
- “The Courage That My Mother Had” poem
- “The Victory” poem
- “A Vagabond Song” poem
- “The Mad Gardener’s Song” poem

Sixth Grade Language Arts B
Course Syllabus

Unit 5: Over the Rainbow

- A. Introduction: Lessons 21–25
- B. Language Skills: Lessons 21–25
- Vocabulary Words: Lessons 21–25
 - Vocabulary Words Workbooks: Lessons 21–25
 - Language Skills: Lessons 21, 23
 - Language Skills Workbooks: Lessons 21, 23
 - Vocabulary and Language Skills Exam Prep: Lesson 25
- C. Reading Skills: Lessons 21–25
- Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- Writing Skills and Activities (Writing Project): Lessons 21–25
- Writing Skills Workbooks: Lessons 16–20
- D. Discussion Board: Lessons 21–25
- E. Checkpoint: Lessons 21–24
- F. Unit 4 Exam: Lesson 25

Unit 5 Reading Selections

- The Wonderful Wizard of Oz Chapters 18–22
- “Sing-Song” poems
- “Fog” poem
- “Lost” poem
- “My Bed Is a Boat” poem
- “A Good Play” poem
- “The Project”
- “The Solution” poem
- “The Lion and the Gnat” poem and story
- “Midnight Sun” play
- “Why the Crocodile Has a Wide Mouth” play
- “Piano” poem and video
- “The Best Thing in the World” poem and video

Sixth Grade Language Arts B**Course Syllabus****Unit 5 Reading Selections**

- “Excerpt from The Wonderful Wizard of Oz Chapter 1”
- “The Cyclone from The Wonderful Wizard of Oz” video
- “She Walks in Beauty” poem and video
- “One Room”
- “excerpt from Unaccustomed Earth”
- “Clover-Blossom”

Sixth Grade Language Arts B
Course Syllabus

Unit 6: It Really Was No Miracle

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–28
- C. Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- D. Writing Skills Exam Prep: Lessons 27–28
- E. Writing End-of-Course Exam: Lesson 29
- F. Discussion Board: Lessons 26–30
- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- The Wonderful Wizard of Oz Chapters 23–24
- “A Taste of Friendship”
- “Parting Ways”
- “Adventures in Math”
- “Grant’s Summer Guest”
- “Building Confidence”
- “A Midwest Porch”
- “Great-Gramp”
- “Playing by Ear” play
- “Ode to the Cat” poem
- “Alley Cat” poem
- “When I Heard the Learn’d Astronomer” poem
- “The Fire Master”
- “The Barefoot Boy” poem
- “Ernie and Eleanor”

Seventh Grade Language Arts A

Course Syllabus

Course Description

In this course, you will read and analyze informational texts. These texts take many different forms, including biographies, personal accounts of events, presidential speeches, and persuasive letters. The course's reading selections demonstrate ways to understand explicit and implicit information, central ideas and key details, and claims and arguments, among other ideas and concepts. Over the course of ENG071, you will read the biography *The Story of My Life* by Helen Keller. You will also examine informational texts to better your understanding of the lives of several important historical figures, including Jane Goodall and Zora Neale Hurston; places as far away as Dubai, the Galapagos Islands, and the Hoover Dam; and the similarities between country music and hip-hop, among other topics.

As you read the selections in this course, you will practice ways to use supporting evidence, identify central ideas, make inferences, analyze word choice, and identify figurative and connotative language in informational texts. In addition, you will learn about basics in grammar, usage, and punctuation, including simple, compound, and complex sentences; different types of phrases and clauses; hyphens, colons, semicolons, and commas; and relative pronouns. You will also review context clues to determine word meaning, and you will learn various vocabulary words and more about Greek and Latin prefixes, suffixes, and roots.

In addition, you will learn the elements of informational and argument writing so that you can plan, create, write, revise, and edit your own informational and argument essays.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of informational texts.

Suggested Prerequisites: ENG061 A/B

Course Objectives:

- Identify and describe central ideas and key details in texts.
- Describe and make connections between key individuals, ideas, and events in texts.
- Identify and analyze implicit and explicit evidence in texts to make inferences.
- Determine how a text's perspective and structure contribute to its meaning and style.
- Identify and analyze claims and arguments within informational texts.
- Identify and interpret figurative, connotative, and technical meanings in texts.
- Identify and define common Greek and Latin roots and affixes to determine the meaning of words.
- Use context clues to determine the meaning of unfamiliar words.
- Use phrases and clauses within different sentence structures when writing.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Identify topics and issues in informational texts across a variety of different informational mediums.
- Use knowledge of writing ideas, concepts, and strategies to write informational and argument essays.

Seventh Grade Language Arts A Course Syllabus

Required Materials

- Word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you, but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words – Includes parts of speech, definitions, synonyms, related words, and etymology; contains practice questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains workbook questions; is a part of the Language Skill.

Reading Selections – Includes reading selections, videos, infographics, and audio files; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains workbook questions; is part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; workbook questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes an informational essay, completed in Units 2 and 3; and an argument essay, completed in Units 4 and 5.

Checkpoint – Uses 10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a summary of the skills covered in the unit.

**Seventh Grade Language Arts A
Course Syllabus**

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

Final Writing Exam – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the Midterm Writing Exam only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on the concepts and information learned in the course. You may take the Midterm Exam only once.

Schedule of Work

**Seventh Grade Language Arts A
Course Syllabus**

Unit 1: Just the Facts

- A. Introduction: Lessons 1–5

- B. Language Skills: Lessons 1–5
 - Vocabulary Words: Lessons 1–4
 - Language Skills: Lessons 1, 3
 - Language Skills Workbooks: Lessons 1, 3
 - Language Skills Exam Prep: Lesson 5

- C. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1-4
 - Reading Skills Exam Prep: Lesson 5

- D. Research Skills for Writing: Lessons 5
 - Writing Skills Workbooks: Lessons 1-5

- E. Discussion Board: Lessons 1–5

- F. Checkpoint: Lessons 1–4

- G. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *The Story of My Life* – Chapters 1-5
- “Origami”
- “Bored? Get a Board on Wheels!”
- “Great Hunters of the Sea”
- “Pumpkin Lore”
- “The New Deal”
- “Man-Made Isles of Dubai”
- “The Venomous Ray”
- “Hoover Dam: A Really Big Deal!”
- “The Galapagos Islands”
- “Respectful Beachcombing”
- “Using Seashells”

Unit 2: Putting Things in Order

**Seventh Grade Language Arts A
Course Syllabus**

- A. Introduction: Lessons 6–10
- B. Language Skills: Lessons 6–10
 - Vocabulary Words: Lessons 6–9
 - Language Skills: Lessons 6, 8
 - Language Skills Workbooks: Lessons 6, 8
 - Language Skills Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–9
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills and Activities (Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6–10
- E. Discussion Board: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Story of My Life* – Chapters 6–9
- “English—A Living Language”
- “Norbert Rillieux”
- “Jane Goodall”
- “Jump at the Sun—The Biography of Zora Neale Hurston”
- “Extreme Sports”
- “What is a Rocket?”
- “Seminole Patchwork Clothing”
- “The Great Wall of...England? / Hadrian—Uniter of the Roman Empire”
- “Amazing Mazes”

Unit 3: Taking a Position

**Seventh Grade Language Arts A
Course Syllabus**

- A. Introduction: Lessons 11–15

- B. Language Skills: Lessons 11–15 Vocabulary
 - Words: Lessons 11–14
 - Language Skills: Lessons 11, 13
 - Language Skills Workbooks: Lessons 11, 13
 - Language Skills Exam Prep: Lesson 15

- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11-14
 - Reading Skills Exam Prep: Lesson 15

- D. Writing Skills and Activities (Writing Project): Lessons 11–15
 - Writing Skills Workbooks: Lessons 11-15

- E. Discussion Board: Lessons 11–15

- F. Checkpoint: Lessons 11–14

- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *The Story of My Life* – Chapters 10-13
- “Drexel Commons Brochure / Is Drexel Commons Needed?”
- “The Benefits and Drawbacks of Using Computers for Learning”
- “Section from President Carter’s Speech / A Former Olympian’s View” “Year-Round Schooling Helps Students, Teachers, and Families”
- Transcript and video for section of President Obama’s Inaugural Address
- Passage from “What the Black Man Wants”
- Transcript and video from section of President Johnson’s Special Message to Congress: The American Promise

Unit 4: The Art of Persuasion

**Seventh Grade Language Arts A
Course Syllabus**

- A. Introduction: Lessons 16–20
- B. Language Skills: Lessons 16–20
- Vocabulary Words: Lessons 16–19
 - Language Skills: Lessons 16, 18
 - Language Skills Workbooks: Lessons 16, 18
 - Vocabulary and Language Skills Exam Prep: Lesson 20
- C. Reading Skills: Lessons 16–20
- Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16-19
 - Reading Skills Exam Prep: Lesson 20
- Writing Skills and Activities (Writing Project): Lessons 16–20
- Writing Skills Workbooks: Lessons 16-20
- D. Discussion Board: Lessons 16–20
- E. Checkpoint: Lessons 16–19
- F. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *The Story of My Life* – Chapters 14–17
- “Life without Libraries”
- “Early to Bed, Early to Rise: The Importance of Sleep”
- Transcript and video/audio of President Trump’s Inaugural Address
- “Electric Vehicles”
- “The Editor Speaks Out against Unfair Entertainment Fees”
- “Country Music Can Hip-Hop”
- Transcript of President Obama’s Address to the Nation on Immigration
- “Section from President Carter’s Speech”
- “A Former Olympian’s View”

Unit 5: A Way with Words

**Seventh Grade Language Arts A
Course Syllabus**

- A. Introduction: Lessons 21–25

- B. Language Skills: Lessons 21–25
 - Vocabulary Words: Lessons 21–24
 - Language Skills: Lessons 21, 23
 - Language Skills Workbooks: Lessons 21, 23
 - Language Skills Exam Prep: Lesson 25

- C. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21-24
 - Reading Skills Exam Prep: Lesson 25

- D. Writing Skills and Activities (Writing Project): Lessons 21–25
 - Writing Skills Workbooks: Lessons 21-25

- E. Discussion Board: Lessons 21–25

- F. Checkpoint: Lessons 21–24

- G. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *The Story of My Life* – Chapters 18–21
- “Life in Mexico”
- “Dog Days Salon: Information for New Employees”
- “Adventurous Storyteller”
- “Country Music Can Hip-Hop”
- “The Physics of Scream Machines”
- “Looking Inside the Brain”
- “Blood, Toil, Tears and Sweat”
- President Obama’s National Address to America’s Schoolchildren
- “The Venomous Ray”
- Transcript of section of President Obama’s Inaugural Address

**Seventh Grade Language Arts A
Course Syllabus**

Unit 6: The End

- A. Introduction: Lessons 26–30

- B. Skills Exam Prep: Lessons 26–28

- C. Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29

- D. Writing Skills Exam Prep: Lessons 27–28

- E. Final Writing Exam: Lesson 29

- F. Discussion Board: Lessons 26–30

- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- *The Story of My Life* – Chapters 21-22
- “Paul Robeson”
- “One Small Step”
- “White House History”
- “*Titanic’s* First and Last Voyage”
- “Remarks by President Bill Clinton at the 25th Anniversary of Apollo”
- “Let Kids Play Safely / Protect Kids from Harm”
- “A Later Start for Health / Keep Start Times as They Are”
- “First Flight Journal of Jean-Luc Abellard”

Seventh-Grade Language Arts B Course Syllabus

Course Description

In this course, you will focus on learning reading skills based on literary texts. The texts come from various genres. They include a novel and excerpts from novels, short stories, poems, and plays. The course's reading selections demonstrate ways to understand explicit and implicit information, theme, characters, plot, poetic and dramatic techniques, and figurative language, among other ideas and concepts. You will read the entire novel *Alice's Adventures in Wonderland* in almost every lesson throughout the course. You will read excerpts from the novel *Black Beauty* and a passage from Grimm's "The Golden Bird" fairy tale. You will also read stories and plays about challenging situations, discovering alternate realities, and robot rebellions. You will witness powerful historical events and people, and you'll compare how written texts are portrayed in film or audio. Additionally, you will read poems from famous poets, such as Emily Dickinson, Robert Frost, and William Wordsworth, to name a few.

As you read the novels, short stories, poems, and plays in this course, you will identify central ideas and themes; make inferences; analyze word choice; identify figurative, connotative, and sensory language; and compare and contrast different text mediums—drama to audio, novel to video. In addition, you will learn about basics in grammar, usage, and punctuation, including correct spelling, misplaced and dangling modifiers, verb tenses and participles, and parallel structure and antecedents. You will also learn 20 new vocabulary words in each of the first five units of the course.

In addition, you will learn the elements of narrative writing so that you can plan, create, write, revise, and edit your own personal narrative. You will also learn about different forms of poetry and their characteristics. You will learn about different poetic techniques to apply these skills and write a poem of your own in the assigned poetic form and structure.

Through the lessons provided in this course, you will master techniques that will help you achieve a deeper appreciation of literary texts as well as of narrative and poetry writing.

Suggested Prerequisite: ENG071-7A

Course Objectives:

- Identify and describe the interactions of the main elements of particular story or drama.
- Identify and interpret figurative and connotative meanings in literary texts.
- Identify and describe themes and central ideas in literary texts.
- Determine and analyze how the form or structure in a drama or a poem contributes to its meaning.
- Identify how an author's sensory language creates imagery in literary text, with evidence from the text.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Identify words that are spelled incorrectly in the context of text or writing.
- Use verbs (perfect and progressive tenses).
- Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use knowledge of writing ideas, concepts, and strategies to write a personal narrative and poetry.

Seventh-Grade Language Arts B Course Syllabus

Required Materials

- Word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Vocabulary Words; Language, Reading, and Writing Skills; Writing Activities; Lesson Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words – Includes parts of speech, definitions, synonyms, related words, and etymology; contains workbook questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains workbook questions; is a part of the Language Skill.

Reading Selections – Includes annotated reading selections, videos and audio files; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains workbook questions; is part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains workbook questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a personal narrative, completed in Units 2 and 3; and writing the sestina poem, completed in Units 4 and 5.

Checkpoint – Uses 15 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives chances to share personal thoughts and ideas about the topics and ideas covered in each lesson.

Exam Prep – Presents a summary and review of the skills covered in the unit.

**Seventh-Grade Language Arts B
Course Syllabus**

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

End-of-Course Writing Assessment – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End-of-Course Writing Assessment only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

Seventh-Grade Language Arts B
Course Syllabus

Schedule of Work**Unit 1: At the Root of It All**

- Introduction: Lessons 1–5
- Language Skills: Lessons 1–5
 - Vocabulary Words: Lessons 1–4
 - Vocabulary Words Workbooks: Lessons 1–4
 - Language Skills: Lessons 1, 3
 - Language Skills Workbooks: Lessons 1, 3
 - Vocabulary and Language Skills Exam Prep: Lesson 5

Reading Skills: Lessons 1–5

- Reading Selections: Lessons 1–5
- Reading Skills: Lessons 1–4
- Reading Skills Workbooks: Lessons 1–4
- Reading Skills Exam Prep: Lesson 5

Discussion Board: Lessons 1–5

Checkpoint: Lessons 1–4

Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *Alice’s Adventures in Wonderland* – Chapters 1–2
- “A Horse Tale”
- “Amber’s Illusion”
- Excerpt from “The Golden Bird”
- “The City Mouse and The Country Mouse”
- “After the Fire”
- “The Pool Party”
- “Three Legs, Thirty Dollars”
- “The Stars are Waiting”
- “Only a Thought Away”
- “A Young Farmer’s Quest”
- About Eileen (Our Neighbor) and Irma (Her Dog)”

**Seventh-Grade Language Arts B
Course Syllabus**

Unit 2: Weaving the Stories

- Introduction: Lessons 6–10

Language Skills: Lessons 6–10

- Vocabulary Words: Lessons 6–9
- Vocabulary Words Workbooks: Lessons 6–9
- Language Skills: Lessons 6, 8
- Language Skills Workbooks: Lessons 6, 8
- Vocabulary and Language Skills Exam Prep: Lesson 10

Reading Skills: Lessons 6–10

- Reading Selections: Lessons 6–10
- Reading Skills: Lessons 6–9
- Reading Skills Workbooks: Lessons 6–9
- Reading Skills Exam Prep: Lesson 10

Writing Skills and Activities (Writing Project): Lessons 6–10

- Writing Skills Workbooks: Lessons 6–10

Discussion Board: Lessons 6–10

Checkpoint: Lessons 6–9

Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- ☐ *Alice’s Adventures in Wonderland* – Chapters 3–4
- ☐ “Mayan Adventure”
- ☐ “Benito’s Ugly Bowl”
- ☐ “The Bread Lesson”
- ☐ “An Adventure Around the Corner”
- ☐ “A Big Move”
- ☐ “Uncharted Galaxies”
- ☐ “The Mystery of the Moving Statue”
- ☐ “The Impossible Flight”
- ☐ “The Birthday Gift”
- ☐ “The Robot Rebellion of 2099”
- ☐ “Maintaining Friendships Take Work”

**Seventh-Grade Language Arts B
Course Syllabus**

Unit 3: The Big Picture

- Introduction: Lessons 11–15

Language Skills: Lessons 11–15 Vocabulary

- Words: Lessons 11–14
- Vocabulary Words Workbooks: Lessons 11–14
- Language Skills: Lessons 11, 13
- Language Skills Workbooks: Lessons 11, 13
- Vocabulary and Language Skills Exam Prep: Lesson 15

Reading Skills: Lessons 11–15

- Reading Selections: Lessons 11–15
- Reading Skills: Lessons 11–14
- Reading Skills Workbooks: Lessons 11–14
- Reading Skills Exam Prep: Lesson 15

Writing Skills and Activities (Writing Project): Lessons 11–15

- Writing Skills Workbooks: Lessons 11–15

Discussion Board: Lessons 11–15

Checkpoint: Lessons 11–14

Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- ☐ *Alice’s Adventures in Wonderland* – Chapters 5–6
- ☐ “Annabell’s Discovery”
- ☐ “Between Best Friends”
- ☐ “Names Count”
- ☐ “Every Picture Tells a Story”
- ☐ “Satya and the Monkey”
- ☐ “From the Heart”
- ☐ “Fishing for Luck”
- ☐ “Minerva and Arachne”
- ☐ “Talent Search”
- ☐ “The Attic”
- ☐ “New Year’s Rice”

Seventh-Grade Language Arts B
Course Syllabus

Unit 4: The Beauty of Language

- Introduction: Lessons 16–20

Language Skills: Lessons 16–20 V

- Vocabulary Words: Lessons 16–19
- Vocabulary Words Workbooks: Lessons 16–19
- Language Skills: Lessons 16, 18
- Language Skills Workbooks: Lessons 16, 18
- Vocabulary and Language Skills Exam Prep: Lesson 20

Reading Skills: Lessons 16–20

- Reading Selections: Lessons 16–20
- Reading Skills: Lessons 16–19
- Reading Skills Workbooks: Lessons 16–19
- Reading Skills Exam Prep: Lesson 20

Writing Skills and Activities (Writing Project): Lessons 16–20

- Writing Skills Workbooks: Lessons 16–20

Discussion Board: Lessons 16–20

Checkpoint: Lessons 16–19

Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *Alice’s Adventures in Wonderland* – Chapters 7–8
- “An Adventure Around the Corner” play
- “Backstage Drama” play
- “The Landlord’s Tale. Paul Revere’s Ride” poem
- “The New Colossus” poem
- “Dust of Snow” poem
- “I Am the People, the Mob” poem
- “Annabel Lee” poem
- “The Song of Wandering Aengus” poem
- “I Wondered Lonely as a Cloud” poem
- “Hope is the Thing with Feathers” poem
- “Jabberwocky” poem
- “The Diary” play
- “The Forsaken Merman” poem
- “Eldorado” poem
- “John Henry” poem

Seventh-Grade Language Arts B
Course Syllabus

Unit 5: Language Across Media

- Introduction: Lessons 21–25

Language Skills: Lessons 21–25

- Vocabulary Words: Lessons 21–25
- Vocabulary Words Workbooks: Lessons 21–25
- Language Skills: Lessons 21, 23
- Language Skills Workbooks: Lessons 21, 23
- Vocabulary and Language Skills Exam Prep: Lesson 25

Reading Skills: Lessons 21–25

- Reading Selections: Lessons 21–25
- Reading Skills Lessons 21–24
- Reading Skills Workbooks: Lessons 21–24
- Reading Skills Exam Prep: Lesson 25

Writing Skills and Activities (Writing Project): Lessons 21–25 Writing

- Skills Workbooks: Lessons 16–20

Discussion Board: Lessons 21–25

Checkpoint: Lessons 21–24

Unit 4 Exam: Lesson 25

Unit 5 Reading Selections

- 📄 *Alice's Adventures in Wonderland* – Chapters 9–10
- 📄 “Alice in Wonderland” video file with audio (for Chapter 9, Parts 1 & 2)
- 📄 “Uphill” poem and video
- 📄 “The Brave William Tell” play
- 📄 “The William Tell Overture” audio
- 📄 “Assassination of the President” historical account
- 📄 “O Captain! My Captain!” poem
- 📄 “Crimea, 1854” historical account
- 📄 “Charge of the Light Brigade” poem
- 📄 “Benjamin Franklin: First American Minister” biographical account
- 📄 “On the Death of Dr. Benjamin Franklin” poem

**Seventh-Grade Language Arts B
Course Syllabus****Unit 6: End of an Adventure**

- Introduction: Lessons 26–30

Language Skills Exam Prep: Lessons 26–28

Reading Skills Exam Prep: Lessons 26–29

- Reading Selections: Lessons 26–29
- Reading Skills Exam Prep: Lessons 26–29

Writing Skills Exam Prep: Lessons 27–28

Writing End-of-Course Exam: Lesson 29

Discussion Board: Lessons 26–30

Final Exam: Lesson 30

Unit 6 Reading Selections

- ☐ *Alice’s Adventures in Wonderland* – Chapters 11–12
- ☐ “The Great Race”
- ☐ “Jared’s Secret Clarinet”
- ☐ “Mia Comes Home”
- ☐ “The Escape”
- ☐ “The Tide Rises, the Tide Falls” poem
- ☐ “Life Goes On”
- ☐ “The Brave William Tell” play
- ☐ “Life” poem
- ☐ “Looking for a Monk and Not Finding Him” poem
- ☐ “Sleeping Under the Stars” poem

Eighth Grade Language Arts A

Course Syllabus

Course Description

In this course, you will read and analyze literary and informational texts. These texts will come from a number of genres and from a number of sources, including short stories, novels, myths, poems, magazine articles, and autobiographies. Through the presentation of these types of reading selections, the course demonstrates ways to understand explicit and implicit information, theme, central idea, and figurative language. You will read the novel *The Call of the Wild* and short stories, such as “The Lottery,” “A Sound of Thunder,” and “The Tell-Tale Heart.” You will examine informational texts to better your understanding of the Yukon, the Klondike Gold Rush, dog sledding, and wolves. In addition, you will encounter numerous infographics and videos that build on the instruction.

As you read the selections in this course, you will practice ways to use supporting evidence, identify central ideas, make inferences, analyze word choice, and identify figurative and connotative language in both literary and informational texts. In addition, you will learn about basics in grammar, usage, and punctuation, including phrases and clauses, sentence structures, ellipses, dashes, and commas. You will also review context clues to determine word meaning and learn about Greek and Latin prefixes, suffixes, and roots.

Digital learning activities will offer you tips and techniques to be an online learner. In addition, you will learn the elements of a fictional narrative in order to plan, create, write, revise, and edit your own fictional narrative.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of literary and informational texts.

Suggested Prerequisites: ENG071A/B

Course Objectives:

- Identify and analyze implicit and explicit evidence in texts to make inferences.
- Describe and analyze narrative elements and structures in literary text.
- Describe and make connections between key individuals, ideas, and events in texts.
- Identify and describe themes and central ideas in texts.
- Compare and contrast characters, themes, and events in modern fiction to myths and traditional stories.
- Recognize irony, suspense, and humor, and determine perspective in texts.
- Determine how a text’s structure contributes to its meaning and style.
- Identify and interpret figurative, connotative, and technical meanings in texts.
- Identify and define common Greek and Latin roots and affixes to determine the meaning of words.
- Use context clues to determine the meaning of unfamiliar words.
- Show mastery of the conventions of standard English.
- Use phrases and clauses within different sentence structures when writing.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.

Required Materials

- Word processing software
- Internet browser
- Presentation software

Eighth Grade Language Arts A Course Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you, but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words and Roots – Includes parts of speech, definitions, synonyms, related words, and etymology; contains practice questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains practice questions; is a part of the Language Skill.

Reading Selections – Includes annotated reading selections; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions; is part of the Reading Skill.

Digital Literacy – Includes instruction and writing activities on being safe online and being a respectful online citizen; contains practice questions; is only in Unit 1.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains practice questions; the writing project, which is an assessment graded by the instructor, require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a fictional narrative that is completed in Units 4 and 5.

Checkpoint – Uses 10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Skills Review – Presents a summary of the skills covered in the unit.

Eighth Grade Language Arts A Course Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

End of Course Writing Assessment – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End of Course Writing Assessment only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that reflect key concepts and information from the course. You may take the Final Exam only once.

Eighth Grade Language Arts A Course Syllabus

Schedule of Work

Unit 1: On Our Way

- A. Introduction 1–5

- B. Language Skill 1–5
 - Vocabulary Words 1–5
 - Language Skill 1, 3
 - Vocabulary and Language Skill Reviews 5

- C. Reading Project 2, 4

- D. Reading Skill 1–5
 - Reading Selections 1–5
 - Reading Skill 1–4
 - Reading Skill Review 5

- E. Digital Literacy and Writing Activity 1–5

- F. Discussion Board 1–5

- G. Checkpoint 1–4

- H. Unit 1 Exam 5

Unit 1 Reading Selections

- “What Was the Klondike Rush?”
- “The Era of the Gold Rush”
- *The Call of the Wild* Chapters 1 & 2
- “Jack London’s Alaska”
- “Through the Rapids on the Way to the Klondike”
- “The Lottery”
- “Husky—Wolf Dog of the North”
- *White Fang* Chapter 1 excerpt

Eighth Grade Language Arts A Course Syllabus

Unit 2: Going Places

- A. Introduction 6–10

- B. Language Skill 6–10
 - Vocabulary Words 6–10
 - Language Skill 6, 8
 - Vocabulary and Language Skill Reviews 10

- C. Reading Project 7, 9

- D. Reading Skill 6–10
 - Reading Selections 6–10
 - Reading Skill 6–9
 - Reading Skill Review 10

- E. Discussion Board 6–10

- F. Checkpoint 6–9

- G. Unit 2 Exam 10

Unit 2 Reading Selections

- “A Sound of Thunder”
- “Rapunzel”
- *The Call of the Wild* Chapter 3
- *Untamed: The Wild Life of Jane Goodall* Chapters 2 & 3
- *Staying Safe in Wolf Country*
- *The Story of My Life* Chapters 4, 5 & 7 (excerpt)
- “Rumpelstiltskin”

Eighth Grade Language Arts A Course Syllabus

Unit 3: Along New Roads

- A. Introduction 11–15

- B. Language Skill 11–15
 - Vocabulary Words 11–15
 - Language Skill 11, 13
 - Vocabulary and Language Skill Reviews 15

- C. Reading Project 12, 14 (Review)

- D. Reading Skill 11–15
 - Reading Selections 11–15
 - Reading Skill 11–14
 - Reading Skill Review 15

- E. Discussion Board 11–15

- F. Checkpoint 11–14

- G. Unit 3 Exam 15

Unit 3 Reading Selections

- “I Wandered Lonely as a Cloud”
- “Mother To Son”
- “The Road Not Taken”
- “The Face in the Pool: The Story of Echo and Narcissus”
- “The Golden Apples: The Story of Atalanta and Hippomenes”
- *The Call of the Wild* Chapter 4
- “Big Wolves and Ordinary Wolves: Wolf Weight Depends on When and What They Last Ate”
- “What Makes a Great Sled Dog? Breed Ambitions, Tough Feel”
- *Staying Safe in Wolf Country*
- “The Third Wish”
- “The Three Swans”
- *The Story of My Life* Chapter 7
- “The Lady, or the Tiger?”

Eighth Grade Language Arts A Course Syllabus

Unit 4: In the Right Direction

- A. Introduction 16–20
- B. Language Skill 16–20
 - Vocabulary Words 16–20
 - Language Skill 16, 18
 - Vocabulary and Language Skill Reviews 20
- C. Reading Project 17, 19
- D. Reading Skill 16–20
 - Reading Selections 16–20
 - Reading Skill 16–19
 - Reading Skill Review 20
- E. Writing Skill and Activity (Writing Project) 16–20
- F. Discussion Board 16–20
- G. Checkpoint 16–19
- H. Unit 4 Exam 20

Unit 4 Reading Selections

- “The Lottery”
- *The Call of the Wild* Chapter 5
- “Hearts and Hands”
- “Journey”
- “In Just-”
- “I Wandered Lonely as a Cloud”
- “Mother to Son”
- “The Road Not Taken”
- “A Journey”
- “Roads Go Ever Ever On”
- “The Golden Apples: The Story of Atalanta and Hippomenes”
- “Instructing Atalanta”
- “The Tell-Tale Heart”
- “Summer Sun”
- “An Indian Summer Day on the Prairie”

**Eighth Grade Language Arts A
Course Syllabus****Unit 5: Visualizing the Path**

- A. Introduction 21–25

- B. Language Skill 21–25
 - Vocabulary Words 21–25
 - Language Skill 21, 23
 - Vocabulary and Language Skill Reviews 20

- C. Reading Project 22, 24

- D. Reading Skill 21–25
 - Reading Selections 21–25
 - Reading Skill 21–24
 - Reading Skill Review 25

- E. Writing Skill and Activity (Writing Project) 21–25

- F. Discussion Board 21–25

- G. Checkpoint 21–24

- H. Unit 4 Exam 25

Unit 5 Reading Selections

- *Roughing It* Chapters 3 & 5
- “A Sound of Thunder”
- *The Call of the Wild* Chapter 6
- *Untamed: The Wild Life of Jane Goodall?* Chapter 3
- “What Makes a Great Sled Dog? Breed, Ambition, Tough Feel”
- *Staying Safe in Wolf Country*
- “All Gold Canyon” (excerpt)
- “Journey”
- “What It Takes to Prepare for the Iditarod”

**Eighth Grade Language Arts A
Course Syllabus****Unit 6: Reviewing the Entire Course**

- A. Introduction 26–30
- B. Vocabulary Words Review 26–28
- C. Language Skills Review 26–28
- D. Reading Project 26, 28
- E. Reading Skills Review 26–29
 - Reading Selections 26–29
 - Reading Skills Review 26–29
- F. Writing Skills Review 27–28
- G. Writing EOC Exam 29
- H. Discussion Board 26–30
- I. Final Exam 30

Unit 6 Reading Selections

- *The Call of the Wild* Chapter 7
- “The Glass Dog”
- “Head’s Up”
- “The Southland” from *White Fang*
- *Narrative of Frederick Douglass* (excerpt)
- *Animal Farm* Chapter 2
- “It Couldn’t Be Done”

Eighth Grade Language Arts B

Course Syllabus

Course Description

In this course, you will build off what you learned in ENG081-8A. As with that course, you will read and analyze both literary and informational texts. These texts come from a number of genres and from a number of sources, including short stories, novels, poems, Internet articles, and political speeches. The course’s reading selections demonstrate ways to understand explicit and implicit information, theme, central idea, and figurative language, among other ideas and concepts. You will read parts of the novels *Fahrenheit 451*, *Hatchet*, and *Black Beauty*, as well as short stories such as “How the World Was Saved,” “Harrison Bergeron,” and “All Summer in a Day.” You will examine informational texts to better your understanding of global warming and its effect on Earth, the role the fast-food industry plays in our lives, the widespread presence of corn in the food we eat, and the ways sleep affects the ability of students to learn, among other topics. Numerous infographics and videos help build on the instruction.

As you read the selections in this course, you will practice ways to use supporting evidence, identify central ideas, make inferences, analyze word choice, and identify figurative and connotative language in both literary and informational texts. In addition, you will learn about basics in grammar, usage, and punctuation, including phrases, clauses, sentence structures, verbals, mood, and active and passive voice. You will also review context clues to determine word meaning, and you will learn various vocabulary words and more about Greek and Latin prefixes, suffixes, and roots.

In addition, you will learn the elements of informational and argument writing so that you can plan, create, write, revise, and edit your own informational and argument essays.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of literary and informational texts.

Suggested Prerequisite: ENG081-8A

Course Objectives:

- Identify and analyze implicit and explicit evidence in texts to make inferences.
- Describe and make connections between key individuals, ideas, and events in texts.
- Identify and describe themes and central ideas in texts.
- Describe the elements of plot, dialogue, and character within literary texts.
- Determine how a text’s perspective and structure contribute to its meaning and style.
- Identify and interpret figurative, connotative, and technical meanings in texts.
- Identify and define common Greek and Latin roots and affixes to determine the meaning of words.
- Use context clues to determine the meaning of unfamiliar words.
- Use phrases and clauses within different sentence structures when writing.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Identify the purposes, characteristics, advantages, and disadvantages of different informational mediums.
- Use knowledge of writing ideas, concepts, and strategies to write informational and argument essays.

Eighth Grade Language Arts B Course Syllabus

Required Materials

- word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Vocabulary Words and Roots; Language, Reading, and Writing Skills; Lesson Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words and Roots – Includes parts of speech, definitions, synonyms, related words, and etymology; contains practice questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains practice questions; is a part of the Language Skill.

Reading Selections – Includes annotated reading selections, videos, infographics, and audio files; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions; is part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains practice questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a mini writing project, completed in Unit 1; an informational essay, completed in Units 2 and 3; and an argument essay, completed in Units 4 and 5.

Checkpoint – Uses 15 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a summary of the skills covered in the unit.

**Eighth Grade Language Arts B
Course Syllabus**

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

End-of-Course Writing Assessment – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End-of-Course Writing Assessment only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

**Eighth Grade Language Arts B
Course Syllabus**

Schedule of Work**Unit 1: Everyone Makes It Through**

- A. Introduction: Lessons 1–5
- B. Language Skills: Lessons 1–5
 - Vocabulary Words: Lessons 1–5
 - Language Skills: Lessons 1, 3
 - Vocabulary and Language Skills Exam Prep: Lesson 5
- C. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
 -
- D. Writing Skills and Activities (Writing Project): Lessons 1–5
- E. Discussion Board: Lessons 1–5
- F. Checkpoint: Lessons 1–4
- G. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “How the World Was Saved”
- *Fahrenheit 451* Part 1 – The Hearth and the Salamander(excerpt)
- “Early School Starts Can Turn Teens into ‘Zombies’”
- “Cool Jobs: New Tools to Solve Crimes” Part 1
- “Us and Them”
- “Feverish Climate Is Melting Glaciers, Study Confirms”
- “Harrison Bergeron”
- “Annabel Lee”
- “Saving the Swamp”
- “Julius Caesar”
- “Eleven”

**Eighth Grade Language Arts B
Course Syllabus**

Unit 2: Ramble On

- A. Introduction: Lessons 6–10
- B. Language Skills: Lessons 6–10
 - Vocabulary Words: Lessons 6–10
 - Language Skills: Lessons 6, 8
 - Vocabulary and Language Skills Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills and Activities (Writing Project): Lessons 6–10
- E. Discussion Board: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- “O Captain! My Captain!”
- “When Great Trees Fall”
- *Hatchet* Chapter 13
- *Chew On This* Part 1 (excerpt)
- “Underwater Robot Vacuums Up Lionfish”
- “How the World Was Saved”
- “Night Lights Have a Dark Side” Part 1
- “Harrison Bergeron” (excerpt)
- “Harrison Bergeron” Inverted Mongoose film adaptation
- “All Summer in a Day”
- “All Summer in a Day” Kody Cunningham film adaptation
- “The Lake Isle of Innisfree”
- “My Breaking In” from *Black Beauty*

**Eighth Grade Language Arts B
Course Syllabus**

Unit 3: That’s The Way

- A. Introduction: Lessons 11–15
- B. Language Skills: Lessons 11–15
 - Vocabulary Words: Lessons 11–15
 - Language Skills: Lessons 11, 13
 - Vocabulary and Language Skills Exam Prep: Lesson 15
- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- D. Writing Skills and Activities (Writing Project): Lessons 11–15
- E. Discussion Board: Lessons 11–15
- F. Checkpoint: Lessons 11–14
- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- “Cool Jobs: New Tools to Solve Crimes” Part 2
- *Chew On This* Part 2
- “Arctic Sends Weird Weather South”
- “Night Lights Have a Dark Side” Part 2
- *The Omnivore’s Dilemma* Part 1
- *Chew On This* Part 3
- “Eating Healthy Foods During Short Lunch Periods Is Hard for Students”
- “All About Charcoal”
- “Thomas Jefferson’s Monticello”

**Eighth Grade Language Arts B
Course Syllabus**

Unit 4: How Many More Times

- A. Introduction: Lessons 16–20
- B. Language Skills: Lessons 16–20
 - Vocabulary Words: Lessons 16–20
 - Language Skills: Lessons 16, 18
 - Vocabulary and Language Skills Exam Prep: Lesson 20
- C. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- D. Writing Skills and Activities (Writing Project): Lessons 16–20
- E. Discussion Board: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *The Omnivore’s Dilemma* Part 2
- “Could a Dragonfly’s Wings Be Alive—and Breathing?”
- “What Killed the Dinosaurs?”
- *Chew On This* Part 4
- “Remarks by the President on Comprehensive Immigration Reform” (excerpt)
- “Address upon Signing Arizona Senate Bill 1070” (excerpt)
- “Why School Should Start Later for Teens” TEDTalk video
- “Survey Finds U.S. Schools Start ‘Too Early’”
- “Babysitting”
- “Candy Conflict”
- “What Is a Vaccine?”

**Eighth Grade Language Arts B
Course Syllabus**

Unit 5: Communication Breakdown

- A. Introduction: Lessons 21–25
- B. Language Skills: Lessons 21–25
 - Vocabulary Words: Lessons 21–25
 - Language Skills: Lessons 21, 23
 - Vocabulary and Language Skills Exam Prep: Lesson 25
- C. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- D. Writing Skills and Activities (Writing Project): Lessons 21–25
- E. Discussion Board: Lessons 21–25
- F. Checkpoint: Lessons 21–24
- G. Unit 4 Exam: Lesson 25

Unit 5 Reading Selections

- “Promposals: When Teens Compete for Most Extravagant Prom Invitations” audio
- “Remarks by the President on Comprehensive Immigration Reform” audio(excerpt)
- “A Young Inventor’s Plan to Recycle Styrofoam” video
- “How the Food You Eat Affects Your Brain” video
- “2016 Was the Warmest Year on Record” Part 1 video
- “Which Country Reads the Most?” infographic
- “Eating Foods Away from Home” infographic
- “2013 Fast Food Facts” infographic
- “Remarks by the President on Comprehensive Immigration Reform” video
- “Light Pollution Wastes Time and Money” with “Energy Waste” infographic
- “Lights of Human Activity Shine in NASA’s Image of Earth at Night” video
- “Survey Finds U.S. Schools Start ‘Too Early’”
- “Our Campaign to Ban Plastic Bags in Bali” video
- “2016 Was the Warmest Year on Record” Part 2 video
- “Smart Snacks in School” infographic

**Eighth Grade Language Arts B
Course Syllabus**

Unit 6: Bring It On Home

- A. Introduction: Lessons 26–30
- B. Vocabulary Words Exam Prep: Lessons 26–28
- C. Language Skills Exam Prep: Lessons 26–28
- D. Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- E. Writing Skills Exam Prep: Lessons 27–28
- F. Writing End-of-Course Exam: Lesson 29
- G. Discussion Board: Lessons 26–30
- H. Final Exam: Lesson 30

Unit 6 Reading Selections

- “All Summer in a Day”
- “The Fierce Flyer”
- “The Sniper”
- “Recycling: The Right Choice” audio
- *Chew On This* Part 5
- *Chew On This* Part 6
- “A Blanket around the Earth”

English I A Syllabus

Course Description

In this course, you will read and analyze both literary and informational texts. These texts take many different forms, including autobiographies, personal memoirs, newspaper and magazine articles, and poetry. The course's reading selections demonstrate ways to understand explicit and inferred meaning through textual evidence, central ideas and details that support them, and figurative language, and the effects word choice has on tone and mood, among other ideas and concepts. Throughout this course, you will read the novel *The Princess and the Goblin* by George MacDonald. You will also examine literary texts to better your understanding of different perspectives from outside the United States, including a story of Mexican citizens desperate to immigrate to the United States, and a story about a Chinese American girl's relationship with her demanding mother.

As you read the selections in this course, you will practice ways to recognize textual evidence, identify themes and central ideas, make inferences, analyze word choice, and identify figurative and connotative language in a variety of texts. In addition, you will learn about basics in grammar, usage, and punctuation, including context clues and word functions, domain-specific language and dialect, parts of speech and figures of speech, and reference materials. You will also learn various vocabulary words and more about Greek and Latin prefixes, suffixes, and roots.

In addition, you will learn the elements of writing so that you can plan, write, revise, and edit your own personal memoir and literary analysis.

Through the lessons provided in this course, you will master techniques that will help you achieve a deeper appreciation of literary and informational texts.

Course Objectives:

- Identify and describe themes, central ideas, and details.
- Describe different organizational structures in texts and how ideas and events are shaped by those structures.
- Identify and analyze textual evidence in texts to make inferences.
- Determine how an author's word choice contributes to a text's meaning, tone, and mood.
- Analyze characters within literary texts.
- Identify and interpret figurative, connotative, and denotative meanings in texts.
- Identify and define common roots and affixes to determine the meaning of words.
- Use context clues to determine the meaning of unfamiliar words.
- Recognize domain-specific language and dialect within texts.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Identify subjects, key scenes, and portrayals in literary and informational texts across a variety of different mediums.
- Use knowledge of writing ideas, concepts, and strategies to write a personal memoir and literary analysis.

English I A Syllabus

Required Materials

- word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Unit Vocabulary; Language, Reading, and Writing Skills and Activities; Lesson Workbooks and Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, synonyms, and etymology; contains practice questions

Language Skill Instruction – Includes instruction in language skills; contains practice questions

Reading Selections – Includes reading selections, audio, images, and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions; is a part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains practice questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a personal memoir, completed in Units 2 and 3; and a literary analysis, completed in Units 4 and 5.

Checkpoint – Uses approximately 10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered.

Exam Prep – Presents a summary of the skills covered in the unit.

English I A Syllabus**Course Organization**

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exam – At the end of the unit is an exam that will assess your mastery of unit objectives. It consists of approximately 20 questions. You may take the Unit Exam only once.

Writing Exam – This exam is in Lesson 28 and tests how well you have learned the writing skills presented in the course. You may take the Writing Exam only once.

Final Exam – This exam is in the last lesson and consists of 35 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

English I A Syllabus**Schedule of Work****Unit 1: Hit the Ground Running**

- A. Introduction: Lessons 1–5
- B. Unit Vocabulary: Lesson 1
 - Vocabulary Workbook: Lesson 1
- C. Language Skills: Lessons 2, 4-5
 - Language Skills Workbooks: Lessons 2, 4
 - Language Skills Exam Prep: Lesson 5
- D. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- E. Reflection Writing Activities: Lessons 3, 5
- F. Discussion Board: Lessons 2, 4
- G. Checkpoint: Lessons 1–4
- H. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *The Princess and the Goblin* – Chapters 1–6
- “The Rights to the Streets of Memphis” from *Black Boy*
- “How Books Can Open Your Mind” Ted Talks presentation
- “Going to Japan” from *Small Wonder: Essays*
- “Comprehending the Calamity”
- “On Women’s Right to Vote”
- “The Lost Boys”
- *Life Among the Piutes: Their Wrongs and Claims*
- “Ain’t I a Woman?”

English I A Syllabus**Unit 2: A World of Possibilities**

- A. Introduction: Lessons 6–10
- B. Unit Vocabulary: Lesson 6
 - Vocabulary Workbook: Lesson 6
- C. Language Skills: Lessons 7, 9-10
 - Language Skills: Lessons 7, 9
 - Language Skills Workbooks: Lessons 7, 9
 - Language Skills Exam Prep: Lesson 10
- D. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- E. Writing Skills and Activities (Memoir Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6-9
- F. Discussion Board: Lessons 7, 9
- G. Checkpoint: Lessons 6–9
- H. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Princess and the Goblin* – Chapters 7–11
- *The Giver* – Chapters 1–2
- “Church” from *The Things They Carried*
- “The Dentist” from *The Things They Carried*
- “The Gift of the Magi”
- “Thank You, Ma’am”

English I A Syllabus**Unit 3: Halfway Home**

- A. Introduction: Lessons 11–15
- B. Unit Vocabulary: Lesson 11
 - Vocabulary Workbook: Lesson 11
- C. Language Skills: Lessons 12, 14-15
 - Language Skills: Lessons 12, 14
 - Language Skills Workbooks: Lessons 12, 14
 - Language Skills Exam Prep: Lesson 15
- D. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- E. Writing Skills and Activities (Memoir Writing Project): Lessons 11–15
 - Writing Skills Workbooks: Lessons 11–14
- F. Discussion Board: Lessons 12, 14
- G. Checkpoint: Lessons 11–14
- H. Unit 3 Exam: Lesson 15

English I A Syllabus

Unit 3 Reading Selections

- *The Princess and the Goblin* – Chapters 12–18
- “Thank You, Ma’am”
- “Defamation”
- “The Cask of Amontillado”
- “Ode to My Socks”
- “The Lost Boys”
- “Who Killed the Iceman?” from *National Geographic*
- *Rosa Parks* (excerpt)
- “The Dentist” from *The Things They Carried*
- “Going to Japan” from *Small Wonder: Essays*

English I A Syllabus**Unit 4: Rewarding Road**

- A. Introduction: Lessons 16–20
- B. Unit Vocabulary: Lesson 16
 - Vocabulary Workbook: Lesson 16
- C. Language Skills: Lessons 17, 19–20
 - Language Skills: Lessons 17, 19
 - Language Skills Workbooks: Lessons 17, 19
 - Language Skills Exam Prep: Lesson 20
- D. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- E. Writing Skills and Activities (Literary Analysis Writing Project): Lessons 16–20
 - Writing Skills Workbooks: Lessons 16–19
- F. Discussion Board: Lessons 17, 19
- G. Checkpoint: Lessons 16–19
- H. Unit 4 Exam: Lesson 20

English I A Syllabus

Unit 4 Reading Selections

- *The Princess and the Goblin* – Chapters 19–22
- “The Raven”
- “Echo”
- “Barbara Frietchie”
- “Harlem”
- “Two Kinds”
- “Church” from *The Things They Carried*
- “La Puerta”
- “The Death of the Hired Man”
- “How to Write the Great American Indian Novel”

English I A Syllabus**Unit 5: The Home Stretch**

- A. Introduction: Lessons 21–25
- B. Unit Vocabulary: Lesson 21
 - Vocabulary Workbook: Lesson 21
- C. Language Skills: Lessons 21–25
 - Language Skills: Lessons 22, 24
 - Language Skills Workbooks: Lessons 22, 24
 - Language Skills Exam Prep: Lesson 25
- D. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- E. Writing Skills and Activities (Literary Analysis Writing Project): Lessons 21–25
 - Writing Skills Workbooks: Lessons 21–24
- F. Discussion Board: Lessons 21–25
- G. Checkpoint: Lessons 21–24
- H. Unit 5 Exam: Lesson 25

English I A Syllabus**Unit 5 Reading Selections**

- *The Princess and the Goblin* – Chapters 23–28
- *Romeo and Juliet* – Act 1, Scene 1 (excerpt)
- *Romeo and Juliet* – Act 2, Scene 2 (excerpt)
- *Romeo and Juliet* – Act 5, Scene 3 (excerpt)
- “Radiation Maps of Europa: Key to Future Missions”
- *Apollo 11 Audio Highlights, Flight Day 5* (audio)
- *One Small Step* (video)
- *Buzz Aldrin Sets Foot on the Moon* (video)
- “The Apollo 11 Mission: 45 Years Later”
- The Apollo 11 Plaque (image)
- *Shenandoah National Park, Virginia* (image)

English I A Syllabus**Unit 6: That's a Wrap!**

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–27
- C. Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- D. Writing Skills Exam Prep: Lesson 27
- E. Writing Exam: Lesson 28
- F. Discussion Board: Lessons 27, 29
- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- *The Princess and the Goblin* – Chapters 29–32
- *Rosa Parks* (excerpt)
- *The House on Mango Street* (excerpt)
- *Life Among the Piutes: Their Wrongs and Claims*
- “Blues Ain’t No Mockin’ Bird”
- “Trespass” chapter from *How the Garcia Girls Lost Their Accents*

English I B Syllabus

Course Description

In this course, you will read and analyze both literary and informational texts. These texts take many different forms, including biographies, short stories, newspaper and magazine articles, poetry, and influential historical documents. The course's reading selections demonstrate ways to understand explicit and inferred meaning through textual evidence; theme, central ideas, and details that support them; and structural elements and their influence on style, among other ideas and concepts.

Throughout this course, you will read the novel *Anthem* by Ayn Rand. You will also examine informational texts to better your understanding of historical moments throughout the history of the United States, including presidential speeches and a famous letter written by Martin Luther King Jr. during his imprisonment in a Birmingham jail at the height of the civil rights movement.

As you read the selections in this course, you will practice ways to recognize textual evidence, identify themes and central ideas, make inferences, and identify figurative and connotative language in a variety of texts. In addition, you will review information on context clues and word nuances, and you will learn about spelling conventions, style manuals, phrases, clauses, parallel structure, semicolons, and colons. You will also learn the definitions, parts of speech, and etymology of various vocabulary words you will see throughout the reading selections.

In addition, you will learn the elements of writing so that you can plan, write, revise, and edit your own informational essay and argument essay.

Through the lessons provided in this course, you will master techniques that will help you achieve a deeper appreciation of literary and informational texts.

Suggested Prerequisite: ENG I (1 of 2)

Course Objectives:

- Review themes, central ideas, characterization, organizational structure, and evidence and inferences
- Analyze structural elements on text and their influence on a text's style
- Look back through history to read text from different periods, and determine their influence on more modern texts
- Identify author perspective and purpose
- Recognize the rhetorical techniques authors use in their writing
- Discover the various elements of arguments and claims in persuasive writing, including their reliance on sound reasoning and relevant and sufficient textual evidence
- Understand the differences between figurative, connotative, and technical meaning and language
- Explore themes, concepts, and rhetorical techniques in seminal US documents
- Review details about context clues and word nuances

English I B Syllabus

Course Objectives:

- Identify various phrases and clauses, and understand how they relate to parallel structure
- Distinguish between semicolons and colons
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose and audience
- Use knowledge of writing ideas, concepts, and strategies to write an informational essay and an argument essay

Required Materials

- Word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Unit Vocabulary; Language Skills, Reading Skills, Research Skills for Writing, Writing Skills and Activities, and Speaking & Listening Skills and Activities; Lesson Workbooks and Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, synonyms, and etymology; contains practice questions.

Language Skill Instruction – Includes instruction in language skills; contains practice questions.

Reading Selections – Includes reading selections; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions.

Research Skill for Writing/Writing Skill Instruction and Activity – Includes instruction in research skills for writing and writing skills; contains practice questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes an informational essay, completed in Units 1, 2, and 3; and an argument essay, completed in Units 4 and 5.

English I B Syllabus

Course Organization

Speaking & Listening Instruction and Activity – Includes instruction in speaking and listening skills; contains activities similar to writing activities.

Checkpoint – Uses approximately 10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered.

Exam Prep – Presents a summary of the skills covered in the unit.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. It consists of approximately 20 questions. You may take the Unit Exam only once.

Writing Exam – This exam is in Lesson 28 and tests how well you have learned the writing skills presented in the course. You may take the Writing Exam only once.

Final Exam – This exam is in the last lesson and consists of 35 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

English I B Syllabus

Schedule of Work

Unit 1: First Thoughts

- A. Introduction: Lessons 1–5
- B. Unit Vocabulary: Lesson 1
 - Vocabulary Workbook: Lesson 1
- C. Language Skills: Lessons 2, 4-5
 - Language Skills: Lessons 2, 4
 - Language Skills Workbooks: Lessons 2, 4
 - Language Skills Exam Prep: Lesson 5
- D. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- E. Research Skills for Writing and Activities: Lessons 1–2
 - Research Skills for Writing Workbooks: Lessons 1-2
- F. Writing Skills and Activities (Informational Writing Project): Lessons 3–5
 - Writing Skills Workbooks: Lessons 3-4
- G. Discussion Board: Lessons 2, 4
- H. Checkpoint: Lessons 1–4
- I. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “Stopping by Woods on a Snowy Evening”
- “The Sower”
- “Icarus and Daedalus”
- “The Real ‘Hacksaw Ridge’ Soldier Saved 75 Souls Without Ever Carrying a Gun”
- *Anthem* – Chapter 1

English I B Syllabus**Unit 1** Reading Selections

- “The Wild Dog of Caucomgomoc”
- “The Lure of Shakespeare”
- “China’s *Black Mirror* Moment”
- “Eyelashes: The ‘Sweet’ Length”
- “Father”
- “A Voice”
- “The Distracted Teenage Brain”

English I B Syllabus**Unit 2: Secondary Thoughts**

- A. Introduction: Lessons 6–10
- B. Unit Vocabulary: Lesson 6
 - Vocabulary Workbook: Lesson 6
- C. Language Skills: Lessons 7, 9-10
 - Language Skills: Lessons 7, 9
 - Language Skills Workbooks: Lessons 7, 9
 - Language Skills Exam Prep: Lesson 10
- D. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- E. Writing Skills and Activities (Informational Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6-9
- F. Discussion Board: Lessons 6–10
- G. Checkpoint: Lessons 7, 10
- H. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *Anthem* – Chapters 2-7
- “The Monkey’s Paw”
- “Prometheus”
- “Sonnet 29”
- “Song of Myself” Song 34 & Song 38
- “Sonnet 2”
- “Sonnet 13”
- “The Necklace”

English I B Syllabus**Unit 3: Clear Thoughts**

- A. Introduction: Lessons 11–15
- B. Unit Vocabulary: Lesson 11
 - Vocabulary Workbook: Lesson 11
- C. Language Skills: Lessons 12, 14-15
 - Language Skills: Lessons 12, 14
 - Language Skills Workbooks: Lessons 12, 14
 - Language Skills Exam Prep: Lesson 15
- D. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- E. Writing Skills and Activities (Informational Writing Project): Lessons 11–13
 - Writing Skills Workbooks: Lessons 11–13
- F. Speaking & Listening Skills and Activities: Lessons 14-15
- G. Discussion Board: Lessons 12, 14
- H. Checkpoint: Lessons 11–14
- I. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *Anthem* – Chapters 8-12
- “Drones Put Spying Eyes in the Sky”
- “What is Earth?”
- “What Are Climate and Climate Change?”
- “Moral Dilemma Could Limit Appeal of Driverless Cars”
- “All About Sleep”
- “Rivers and Stories”
- “Want to Get into College? Learn to Fail”
- “The Limits of Empathy”

English I B Syllabus

Unit 4: Opposing Thoughts

- A. Introduction: Lessons 16–20
- B. Unit Vocabulary: Lesson 16
 - Vocabulary Workbook: Lesson 16
- C. Language Skills: Lessons 17, 19-20
 - Language Skills: Lessons 17, 19
 - Language Skills Workbooks: Lessons 17, 19
 - Language Skills Exam Prep: Lesson 20
- D. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- E. Writing Skills and Activities (Argument Writing Project): Lessons 16–20
 - Writing Skills Workbooks: Lessons 16–19
- F. Discussion Board: Lessons 17, 19
- G. Checkpoint: Lessons 16–19
- H. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- “Housing Secretary Ben Carson Clarifies Comment That Poverty Is a ‘State of Mind’”
- “Drones Put Spying Eyes in the Sky”
- “Want to Get into College? Learn to Fail”
- “Putting Good Deeds in Headlines May Not Be So Good”
- “En Route to Mars, Astronauts May Face Big Health Risks”
- “John McCain Address to the US Senate”
- “A New Way for Therapists to Get Inside Heads: Virtual Reality”
- “Space Radiation Won’t Stop NASA’s Human Exploration”
- “Address on the 15-Year Anniversary of 9/11”
- “The Posters That Sold World War I to the American Public”
- “How Woodrow Wilson’s Propaganda Machine Changed American Journalism”
- “Emergence of Modern Thought”

English I B Syllabus

Unit 5: Famous Thoughts

- A. Introduction: Lessons 21–25
- B. Unit Vocabulary: Lesson 21
 - Vocabulary Workbook: Lesson 21
- C. Language Skills: Lessons 22, 24-25
 - Language Skills: Lessons 22, 24
 - Language Skills Workbooks: Lessons 22, 24
 - Language Skills Exam Prep: Lesson 25
- D. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills: Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- E. Writing Skills and Activities (Argument Writing Project): Lessons 21–25
 - Writing Skills Workbooks: Lessons 21–24
- F. Discussion Board: Lessons 22, 24
- G. Checkpoint: Lessons 21–24
- H. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- “Rivers and Stories”
- “Stress for Success”
- “President Kennedy’s Special Message to the Congress on Urgent National Needs” excerpt
- “Letter from a Birmingham Jail”
- “Statement on the Assassination of Martin Luther King Jr.”
- “A Letter from Eleanor Roosevelt”
- “The Gettysburg Address”
- “A Letter from Abigail Adams”
- “My Day”
- “Remarks at Gettysburg on Civil Rights”
- “Barack Obama’s First Inaugural Address”
- “Barack Obama’s Keynote Address: 2004 Democratic National Convention”
- “A Helpless Situation”

English I B Syllabus**Unit 6: Final Thought**

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–28
- C. Reading Skills Exam Prep: Lessons 26–29
- D. Reading Selections: Lessons 26–29
Reading Skills Exam Prep: Lessons 26–29
- E. Writing Skills Exam Prep: Lessons 26–27
- F. Writing Exam: Lesson 28
- G. Discussion Board: Lessons 27, 29
- H. Final Exam: Lesson 30

Unit 6 Reading Selections

- “The Absolutely True Diary of a Part-Time Indian” Chapters 1-2
- “Cool Jobs: Decoding How Your Brain ‘Reads’”
- “Sleep Problems and Solutions”
- “Exploring the Mysteries of Cuba’s Coral Reefs”
- “Address on the 15-Year Anniversary of 9/11”
- “Letter from a Birmingham Jail” Part 1
- “Address of Carl Sandburg before Congress”
- “FDR’s 1944 State of the Union Address”

English II A Syllabus

Course Description

In this course, students read and analyze informational texts. These texts take many different forms, including personal memoirs, newspaper and magazine articles, presidential and other political speeches, and video presentations. Through the reading selections, the course demonstrates ways to understand explicit and inferred meaning through textual evidence; identify central ideas and details that support them; evaluate arguments and claims; recognize organizational structures; and assess figurative language, rhetorical devices, and the effects of word choice on tone, among other concepts and skills.

Students practice ways to recognize textual evidence, identify themes and central ideas, make inferences, analyze word choice, and identify figurative, connotative, technical, and rhetorical language. In addition, the course covers basics in grammar and spelling, use of reference materials, and correct handling of semicolons and colons. Vocabulary skills cover domain-specific words, context clues, and patterns of word change with prefixes and suffixes.

In addition, the course lays out the elements of writing so that students can plan, write, revise, and edit their informational and argument essays.

Through the lessons provided in this course, students can achieve a deeper appreciation of informational writing.

Course Objectives

- Determine central ideas and develop objective summaries in informational text.
- Identify and analyze organizational structures in informational text.
- Locate explicit and implicit meaning and evidence to make inferences in informational text.
- Recognize the use of figurative, connotative, and technical language, and its impact on tone in informational text.
- Describe author's purpose and perspective in informational text.
- Compare informational accounts in different mediums.
- Organize ideas and claims for arguments, using sound reasoning and relevant and sufficient evidence in argument text.
- Analyze US seminal documents and the rhetoric used in those documents.
- Compose informational and argument essays.
- Describe word roots, parts of speech, and patterns of word change.
- Use context clues and understand word functions.
- Interpret connotation and word nuances.
- Use reference sources and style manuals to locate meanings and other information.
- Use spelling conventions to identify spelling errors.
- Use semicolons and colons correctly when writing

Required Materials

- Word-processing software
- Internet browser

English II A Syllabus

Course Overview

The course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so students can increase their comprehension. These ways include Unit Vocabulary, Language and Reading Skills, Writing Projects, Workbook and Checkpoint assessments, and Discussion Boards. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are not graded.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, synonyms, and etymology; contains practice questions.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains practice questions; is a part of the Language Skill.

Reading Selection – Includes reading selections and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions; is a part of the Reading Skill.

Research Skills for Writing – Includes instruction in research skills for writing informational and argument essays; contains practice questions.

Writing Project – Includes instruction in writing skills; contains practice questions; contains writing projects, which are assessments graded by the instructor and which require application of students' knowledge and writing capabilities to demonstrate mastery of the lesson content; includes an informational essay, completed in Units 2 and 3, and an argument essay, completed in Units 4 and 5.

Checkpoint – Uses 9–10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives students a chance to share thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a review of the skills covered in the unit; includes reviews of Language Skills and Reading Skills.

English II A Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exam – In the last lesson of Units 1–5 is an exam that will assess mastery of unit objectives. It consists of 11–16 questions, in which some questions contain two parts. Students may take the Unit Exam only once.

Writing Exam – This exam is in Lesson 27 and assesses how well students have learned the writing skills presented in the first half of the course. Students may take the Writing Exam only once.

Final Exam – This exam is in Lesson 30 and consists of 31 questions that test students on the concepts and information learned in the course. Students may take the Final Exam only once.

English II A Syllabus**Schedule of Work****Unit 1: Starting Down the Informational Road**

- A. Introduction: Lessons 1–5
- B. Unit Vocabulary: Lesson 1
 - Unit Vocabulary Workbook: Lesson 1
- C. Language Skills: Lessons 2–5
 - Language Skills Workbooks: Lessons 2–4
 - Language Skills Exam Prep: Lesson 5
- D. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- E. Writing Project 1: Lesson 2
- F. Research Skills for Writing: Lessons 4–5
 - Research Skills for Writing Workbook: Lesson 4
- G. Discussion Board: Lessons 1 & 3
- H. Checkpoint: Lessons 1–4
- I. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “Breaking Down Barriers: A Vietnamese-American Football Star Brings a Racially Divided Town Together”
- “Yes, Sitting Too Long Can Kill You, Even if You Exercise”
- “These Teen Birds Love Sleeping In Too”
- “The Downside of No Downtime for Kids”
- “Doing Nothing Is Something”

English II A Syllabus

Unit 1 Reading Selections

- “Is Vegetarian Fast Food Good for You?”
- Excerpt from *The Johnstown Flood*
- “Why Some People Catch a Cold and Others Don’t”
- “These Moths Drink the Tears of Sleeping Birds”
- “People Across the Globe Feeling More Sad, Stressed and in Pain Than Ever”

English II A Syllabus**Unit 2: Making It All Informational**

- A. Introduction: Lessons 6–10
- B. Unit Vocabulary: Lesson 6
 - Unit Vocabulary Workbook: Lesson 6
- C. Language Skills: Lessons 7–10
 - Language Skills Workbooks: Lessons 7–9
 - Language Skills Exam Prep: Lesson 10
- D. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- E. Writing Project 2: Lessons 6–10
 - Writing Project 2 Workbooks: Lessons 6–9
- F. Discussion Board: Lessons 6 & 8
- G. Checkpoint: Lessons 6–9
- H. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- “People Don’t Know When They’re Being Jerks”
- “On Twitter, Fake News Has Greater Allure Than Truth Does”
- Excerpt from *Farewell to Manzanar*
- “Why Leaves Turn Color in the Fall”
- Barack Obama’s “Nobel Peace Prize Acceptance Speech, Part 1”
- Excerpt from *Ways of Nature*
- “The Plot Against People”
- “Blowup: What Went Wrong at Storm King Mountain”

English II A Syllabus**Unit 3: Looking into the Point and the Organization**

- A. Introduction: Lessons 11–15
- B. Unit Vocabulary: Lesson 11
 - Unit Vocabulary Workbook: Lesson 11
- C. Language Skills: Lessons 12–15
 - Language Skills Workbooks: Lessons 12–14
 - Language Skills Exam Prep: Lesson 15
- D. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- E. Writing Project 2: Lessons 11–15
 - Writing Project 2 Workbooks: Lessons 11–15
- F. Discussion Board: Lessons 11 & 13
- G. Checkpoint: Lessons 11–14
- H. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- “About a Girl”
- “Straw into Gold”
- “Burcin’s Galaxy”
- “This Double-Ringed Galaxy is One of the Rarest Types Ever Seen”
- “A Rare Galaxy That’s Changing Our Understanding of the Universe” video
- “1906 Marked the Dawn of the Scientific Revolution”
- “The Story of an Eyewitness”
- “The Fallacy of Success”
- “Why Some People Catch a Cold and Others Don’t”
- “Montgomery Boycott”

English II A Syllabus

Unit 4: Moving onto the Path of Argument

- A. Introduction: Lessons 16–20
- B. Unit Vocabulary: Lesson 16
 - Unit Vocabulary Workbook: Lesson 16
- C. Language Skills: Lessons 17–20
 - Language Skills Workbooks: Lessons 16–19
 - Language Skills Exam Prep: Lesson 20
- D. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- E. Writing Project 3: Lessons 16–20
 - Writing Project 3 Workbooks: Lessons 16–19
- F. Discussion Board: Lessons 16 & 18
- G. Checkpoint: Lessons 16–19
- H. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- “Diaspora”
- “Only Daughter”
- “What is an American?”
- “Blood, Toil, Tears, and Sweat”
- “Handwriting Just Doesn’t Matter”
- “Review: The Lego Ninjago Movie Sticks to the Instructional Manual”
- “As U.S. Demands Nuclear Disarmament, It Moves to Expand Its Own Arsenal”
- “The World Doesn’t Need More Nuclear Weapons” video
- “Spirit of Liberty”/“Fortnite’ Teaches the Wrong Lessons”

English II A Syllabus

Unit 5: Continue in an Argument Sense

- A. Introduction: Lessons 21–25
- B. Unit Vocabulary: Lesson 21
 - Unit Vocabulary Workbook: Lesson 21
- C. Language Skills: Lessons 22–25
 - Language Skills Workbooks: Lessons 22–24
 - Language Skills Exam Prep: Lesson 25
 -
- D. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- E. Writing Project 3: Lessons 21–25
 - Writing Project 3 Workbooks: Lessons 21–24
- F. Discussion Board: Lessons 21 & 23
- G. Checkpoint: Lessons 21–24
- H. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- Excerpt from “Tolerance”
- “Should We Terraform Mars?”
- “Mars Terraforming Not Possible Using Present-Day Technology”
- “Abolishing the Penny Makes Good Sense”
- “The Penny May Be Worthless, But Let’s Keep It Anyway”
- “The Great Society”
- Excerpt from “On the Arsenal of Democracy”
- Excerpt from “Address at Moscow University”
- “President Nixon’s Resignation Speech”
- “Enemies from Within”
- Elie Wiesel’s “Nobel Prize Acceptance Speech”

English II A Syllabus**Unit 6: Let's Review!**

- A. Introduction: Lessons 26–30
- B. Language Skills Final Exam Prep: Lessons 27 & 28
- C. Studying Tips infographic: Lesson 27
- D. Testing Tips infographic: Lesson 29
- E. Reading Skills Final Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
- F. Writing Skill: Lesson 26
- G. Writing Exam: Lesson 27
- H. Discussion Board: Lessons 26–30
- I. Final Exam: Lesson 30

Unit 6 Reading Selections

- “Staying in Galveston, a Park Bench for Shelter”
- “1906 Marked the Dawn of the Scientific Revolution”
- “The Story of an Eyewitness”
- “How to Write a Letter”
- “Why is it Fun to be Frightened?”
- “What’s Lost as Handwriting Fades”
- Barack Obama’s “Nobel Peace Prize Acceptance Speech, Part 2”

English II B Syllabus

Course Description

In this course, students read and analyze literary texts from around the world and across history. Selections come from Africa, Ancient Greece, Central and East Asia, Europe, and the Americas. These reading selections demonstrate ways to understand explicit and inferred meaning through textual evidence; identify themes and details that support themes; and recognize structural elements and their influence on style, among other ideas and concepts.

As students read the selections, they practice ways to recognize textual evidence, identify themes, make inferences, analyze all aspects of characterization, and identify figurative language, figures of speech, and literary devices. Language lessons review context clues and word nuances. Students also learn about more patterns that occur with affixes, evaluate correct use of phrases and clauses, and identify parallel construction with gerunds and infinitives.

As part of the course, students read the Greek tragedy *Antigone* by Sophocles and write a character analysis based on one of the main characters. Students learn the elements of writing so that they can plan, write, revise, and edit the character analysis essay and a personal narrative.

Through the lessons provided in this course, students master techniques that will help them achieve a deeper appreciation of literature and literary writing.

Course Objectives

- Identify, interpret, and analyze themes in literary texts.
- Recognize and analyze direct and indirect characterization and character development in literary texts.
- Analyze elements of drama, pacing, flashback, and foreshadowing in literary text.
- Write objective summaries of literary text.
- Analyze the purpose and use of illustrations in literary text.
- Determine explicit and implicit key ideas in literary text.
- Recognize and analyze allegory, symbolism, allusions, and figurative language in literary text.
- Interpret word choice and tone in literary text.
- Analyze internal and external conflict in literary text.
- Examine cultural aspects and experiences in literary text.
- Analyze parody, humor, sarcasm, and irony in literary text.
- Identify and analyze point of view and perspective in literary text.
- Compose a personal narrative essay and a character analysis essay.
- Determine meaning from function and context clues.
- Interpret nuances and shades of meaning.
- Recognize patterns of word change with affixes.
- Recognize and interpret the use of figures of speech and literary devices.
- Use colons and semicolons correctly when writing sentences.
- Recognize the use of gerunds, infinitives, and clauses with parallel structure.

Required Materials

- Word-processing software
- Internet browser

English II B Syllabus

Course Overview

The course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that students can increase their comprehension. These ways include Unit Vocabulary, Language and Reading Skills, Writing Projects, Lesson Workbooks and Checkpoints, and Discussion Boards. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are not graded.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, synonyms, and etymology; contains practice questions.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains practice questions; is a part of the Language Skill.

Reading Selection – Includes reading selections; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions; is a part of the Reading Skill.

Research Skills for Writing – Includes instruction in research skills for writing informational and argument essays; contains practice questions.

Writing Project – Includes instruction in writing skills; contains writing projects, which are assessments graded by the instructor and which require application of knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a character analysis essay, completed in Unit 2, and a personal narrative essay, completed in Unit 4.

Checkpoint – Uses 9–10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives students a chance to share thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a review of the skills covered in the unit; includes reviews of Language Skills and Reading Skills.

English II B Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exam – In the last lesson of Units 1–5 is an exam that will assess mastery of unit objectives. It consists of 17–18 questions, in which some questions contain two parts. Students may take the Unit Exam only once.

Final Exam – This exam is in Lesson 30 and consists of 33 questions (some with two parts) that cover the concepts and information learned in the course. Students may take the Final Exam only once.

English II B Syllabus**Schedule of Work****Unit 1: Explore African Literature**

- A. Introduction: Lessons 1–5
- B. Unit Vocabulary: Lesson 1
 - Unit Vocabulary Workbook: Lesson 1
- C. Language Skills: Lessons 2–5
 - Language Skills Workbooks: Lessons 2–4
 - Language Skills Exam Prep: Lesson 5
- D. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- E. Writing Project 1 & 2: Lessons 2 & 4
- F. Discussion Board: Lessons 1 & 3
- G. Checkpoint: Lessons 1–4
- H. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “Hymn to the Nile”
- “Osiris and Isis”
- “The King’s Magic Drum”
- “The Tortoise with the Pretty Daughter”
- “How Jakhals Fed Ooom Leeuw”
- “The Place and the People”
- “The Little Red Tortoise”
- Excerpts from *The Story of an African Farm*
- “A Chip of Glass Ruby”

English II B Syllabus**Unit 2: Read Greek Literature: Antigone**

- A. Introduction: Lessons 6–10
- B. Unit Vocabulary: Lesson 6
 - Unit Vocabulary Workbook: Lesson 6
- C. Language Skills: Lessons 7–10
 - Language Skills Workbooks: Lessons 7–9
 - Language Skills Exam Prep: Lesson 10
- D. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- E. Writing Project 3: Lesson 10
- F. Discussion Board: Lessons 6 & 8
- G. Checkpoint: Lessons 6–9
- H. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *Antigone*, Parts 1–5

English II B Syllabus**Unit 3: Scan the Literature of Central Asia**

- A. Introduction: Lessons 11–15
- B. Unit Vocabulary: Lesson 11
 - Unit Vocabulary Workbook: Lesson 11
- C. Language Skills: Lessons 12–15
 - Language Skills Workbooks: Lessons 12–14
 - Language Skills Exam Prep: Lesson 15
- D. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- E. Discussion Board: Lessons 11 & 13
- F. Checkpoint: Lessons 11–14
- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- “Genesis 6-9”
- Excerpt from *The Epic of Gilgamesh*
- “The Prodigal Son”
- “The Book of Ruth”
- Excerpt from *The Panchatantra*
- “The Cabuliwallah”
- “A Wife for My Son”
- “Like the Sun”

English II B Syllabus**Unit 4: Experience Literature of East Asia**

- A. Introduction: Lessons 16–20
- B. Unit Vocabulary: Lesson 16
 - Unit Vocabulary Workbook: Lesson 16
- C. Language Skills: Lessons 17–20
 - Language Skills Workbooks: Lessons 16–19
 - Language Skills Exam Prep: Lesson 20
- D. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- E. Writing Project 4: Lessons 16–20
- F. Discussion Board: Lessons 16 & 18
- G. Checkpoint: Lessons 16–19
- H. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- Excerpts from *The Dhammapada* Parts 1–2
- Excerpt from *Nakamitsu*
- “A Wife for My Son”
- Excerpts from *Botchan* Chapters 1 & 4
- “Mr. and Mrs. Dove”
- “The Lady’s Maid”

English II B Syllabus**Unit 5: Examine European Literature**

- A. Introduction: Lessons 21–25
- B. Unit Vocabulary: Lesson 21
 - Unit Vocabulary Workbook: Lesson 21
- C. Language Skills: Lessons 22–25
 - Language Skills Workbooks: Lessons 22–24
 - Language Skills Exam Prep: Lesson 25
- D. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- E. Discussion Board: Lessons 21 & 23
- F. Checkpoint: Lessons 21–24
- G. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- “The Lay of the Were-Wolf”
- “The Lay of Equitan”
- Excerpts from *Don Quixote* Chapters 1–5
- “Lost on Dress Parade”
- “The Bet”
- “An Upheaval”
- “The Interlopers” “The Open Window”

English II B Syllabus**Unit 6: Look into Literature in the Americas**

- A. Introduction: Lessons 26–30
- B. Language Skills: Lessons 26 & 28
 - Language Skill: Lesson 26
 - Language Skills Final Exam Prep: Lesson 28
- C. Studying Tips infographic: Lesson 27
- D. Testing Tips infographic: Lesson 29
- E. Reading Skills: Lessons 26–29
 - Reading Skills: Lessons 26 & 27
 - Reading Skills Final Exam Prep: Lessons 28 & 29
 - Reading Selections: Lessons 26–29
- F. Discussion Board: Lessons 26–30
- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- Excerpt from *The Odyssey*
- “Siren Song”
- “The Sirens”
- “The Attendant’s Confession”
- “After Twenty Years”
- “Mr. and Mrs. Dove”
- “A Wife for My Son”
- Excerpts from *The Story of an African Farm*

English III A Honors**Course Syllabus****Course Description**

In this course, you will read and analyze informational and argumentative texts across a number of genres and from a number of sources, including government publications and websites, magazine articles, legal proceedings, and video presentations. Through the presentation of topics as varied as zombie insects, Mars exploration, and the need for sleep, the course demonstrates ways to understand central ideas, organizational structures, and techniques of composition. You will examine argumentative writing in seminal US documents, such as the work of John Adams and speeches by 20th-century US presidents. You will also learn how to interpret consumer documents such as government publications and financial information.

These examples will help you to evaluate use of language, determine meanings, make inferences, grasp central ideas, evaluate bias, and draw conclusions. The course also will instruct you in speaking and writing formally, and in using rhetorical devices to persuade audiences.

As you read the selections in this course, you will practice ways to analyze evidence, recognize symbolism, examine word choice, and identify figurative language in informational writing. You will also review basics in spelling, grammar and usage, and punctuation. Writing activities will give you tips and techniques as you research and organize expository and argumentative compositions.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of informational and argumentative texts.

Suggested Prerequisites: ENG10A/B

Course Objectives:

- Explain how an author develops and presents key points, premises, main claims, reasons, and evidence.
- Explain and analyze rhetorical appeals and logical fallacies for effect, power, and interest.
- Analyze an argument by evaluating the claims and counterclaims.
- Analyze evidence for validity, relevance, and sufficiency.
- Explain and analyze the development of central ideas, details, organization, and purposes.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond to writing prompts by drawing evidence from literary texts to support analysis.
- Show mastery of the conventions of standard English.
- Use context and knowledge of nuance and figurative language to enhance writing.

Required Materials

- Word processing software
- Internet browser
- Presentation software

English III A Honors Course Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available for the student, but not graded. Students should receive recommendations to contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Skill Instruction– Includes instruction in vocabulary skills, followed by graded workbook questions.

Focus Skill Instruction – Includes instruction in reading comprehension skills and application, followed by graded workbook questions.

Reading Selection, Graphic Organizer, Extended Response Discussion Question(s) – Includes an annotated reading selection, a graphic organizer with an exemplary response for modeling, and an extended response discussion question at the analyze/evaluate/synthesize level.

Writing Project – An assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing projects for LA301 11A are in Unit 2 (research paper) and Unit 5 (argument essay).

Language and Writing Skill Instruction – Includes instruction in language and writing skills, followed by graded workbook questions.

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives. Students may take the Checkpoint up to three times.

Reflection– This is an activity designed for students to reflect on key ideas and their own learning.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. Students may take the Unit Exam only once.

Final Exam –This exam is in the last lesson and consists of 50 questions that reflect key concepts and information from course. Students may take the Final Exam only once.

**English III A Honors
Course Syllabus****Schedule of Work****Unit 1: A Certain Shade of Green**

- A. Vocabulary Skill 1, 3
 - Workbook Assessment
- A. Focus Skill 1–4
 - Workbook Assessment
- B. Reading Selections/Graphic Organizers
- C. Extended Response Discussion 1–5
- D. Language and Writing Skill 1–4 Workbook Assessment
- E. Checkpoints 1–4
- F. Self-Reflection 1–5
- G. Unit 1 Exam

Unit 1 Reading Selections

- “The Bean-field” from *Walden* by Henry David Thoreau
- Excerpt from *The Education of a Young Chief* by George Copway
- “Principles of Conservation” from *The Fight for Conservation* by Gifford Pinchot
- Excerpt from *The Wilderness Act*
- “Save the Redwoods” by John Muir
- “Peregrine Falcon” from the US Fish & Wildlife Service
- *For More Wonder, Rewild the World* by George Monbiot
- “Street Farmer” by Elizabeth Royte
- “Conservation as a National Duty” by Theodore Roosevelt

**English III A Honors
Course Syllabus**

Unit 2: She Blinded Me with Science

- A. Vocabulary Skill 6, 8
 - Workbook Assessment
- B. Focus Skill 6–9
 - Workbook Assessment
- C. Reading Selections/Graphic Organizers
- D. Extended Response Discussion 6–10
- E. Language Skill 6–9
 - Workbook Assessment
- F. Writing Project 6–10
- G. Checkpoints 6–9
- H. Self-Reflection 6–10
- I. Unit 2 Exam

Unit 2 Reading Selections

- “Your Average, Everyday Zombie” by Christine Wilcox
- “Mindsuckers: Meet Nature’s Nightmare” by Carl Zimmer
- “Why People Oppose GMOs Even Though Science Says They Are Safe” by Stefaan Blancke “Rewilding Draws on the Past to Modify Plants” by Gina Kolata
- “Calculating the Value of Human Tissue Donation” by Joseph Shapiro and Sandra Bartlett
- “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron Kesselheim, and Steven Joffe
- “Leather and Meat without Killing Animals” by Andras Forgacs
- “NASA’s Curiosity Rover Finds Clues to How Water Helped Shape Martian Landscape” from NASA
- “NASA Confirms Evidence That Liquid Water Flows on Today’s Mars” from NASA
- “NASA’s Curiosity Rover Team Confirms Ancient Lakes on Mars” from NASA

**English III A Honors
Course Syllabus**

Unit 3: Back to Life, Back to Reality

- A. Vocabulary Skill 11, 13
 - Workbook
 - Assessment
- B. Focus Skill 11-14
 - Workbook
 - Assessment
- C. Reading Selections/Graphic Organizers
- D. Extended Response Discussion 11-15
- E. Language Skill 11-13
 - Workbook
 - Assessment
- F. Writing Project 11-15
- G. Checkpoints 11-14
- H. Self-Reflection 11-15
- I. Unit 3 Exam

Unit 3 Reading Selections

- “Water Conservation and Efficiency” from the city of Raleigh, North Carolina
- “How to Manage Stormwater: Rain Barrels” from the city of Portland, Oregon
- “How to Select a Checking Account” from the *Wall Street Journal*
- “5 Tips: Protecting Your Checking Account” from the Federal Reserve
- “How to Make the Most of Your Debit Card” from the *Wall Street Journal*
- “Making a Budget” from the US Government
- “Teens Feeling Stressed and Many Not Managing It Well” by Sharon Jayson
- “The Science of Conquering Your Fears—And Living a More Courageous Life” by Carolyn Gregoire
- “Alone in the Crowd” by Michael Price
- “Is Technology Creating a Family Divide?” by Jim Taylor
- “All About Sleep” from the National Institutes of Health
- “Sleep Problems and Solutions” from the National Institutes of Health

**English III A Honors
Course Syllabus**

Unit 4: Fight for Your Right

- A. Vocabulary Skill 16, 18
 - Workbook Assessment
- B. Focus Skill 16-19
 - Workbook Assessment
- C. Reading Selections/Graphic
- D. Organizers

Unit 4 Reading Selections

- *Hazelwood School District v. Kuhlmeier* from the United States Supreme Court
- “What Will It Take to Make Gender Equality the Norm, Not the Exception” by Margie Warrell
- “In Defense of the Constitution” by John Adams
- “Let’s Give Up on the Constitution” by Louis Michael Seidman
- “For the Equal Rights Amendment” by Shirley Chisholm
- “Declaration of Conscience” by Margaret Chase Smith
- “Inaugural Address” by John F. Kennedy
- “American University Speech” by John F. Kennedy

**English III A Honors
Course Syllabus****Unit 5: Everybody Talks**

- A. Vocabulary Skill 21, 23
 - Workbook Assessment
- B. Focus Skill 21-24
 - Workbook Assessment
- C. Reading Selections/Graphic Organizers
- D. Extended Response Discussion 21-25
- E. Language Skill 21-23
 - Workbook Assessment
- F. Writing Project 21-25
- G. Checkpoints 21-24
- H. Self-Reflection 21-25
- I. Unit 5 Exam

Unit 5 Reading Selections

- “We Shall Overcome” by Lyndon Baines Johnson
- “Second Inaugural Address” by Barack Obama
- “What to the Slave Is the Fourth of July?” by Frederick Douglass
- “Energy and the National Goals- A Crisis of Confidence” by Jimmy Carter

**English III A Honors
Course Syllabus****Unit 6: The World We Live In**

- A. Focus Skill 26-28
 - Workbook Assessment
- B. Reading Selections/Graphic Organizers
- C. Extended Response Discussion 26-28
- D. Writing Project 26-30
- E. Checkpoints 26-28
- F. Self-Reflection 26-28
- G. Vocabulary Final Exam
- H. Final Exam

Unit 6 Reading Selections

- “Take the Tortillas Out of Your Poetry” by Rudolfo A. Anaya
- *Teach Every Child About Food* by Jamie Oliver
- “Balancing Calories to Manage Weight” from the US Department of Agriculture
- *Soon We’ll Cure Diseases with a Cell, Not a Pill* by Siddhartha Mukherjee

English 3A Syllabus

Course Description

In this course, you will read and analyze informational texts. These texts take many different forms, including autobiographies, personal memoirs, and newspaper and magazine articles. This half of the course's reading selections demonstrate ways to understand explicit and implicit ideas through textual evidence, central ideas and details that support them, and the effects that figurative language and organizational structure have on meaning, among other ideas and concepts.

As you read the selections in this course, you will practice ways to recognize textual evidence, identify central ideas, make inferences, analyze word choice, and identify figurative and connotative language. In addition, you will learn about basics in grammar, usage, and punctuation, including context clues and word functions, technical language, and reference materials. You will also learn various vocabulary words found in the course's reading selections.

In addition, you will learn the elements of writing so that you can plan, write, revise, and edit your own research paper and argument essay.

Through the lessons provided in this half of the course, you will master techniques that will help you achieve a deeper appreciation of informational texts.

Course Objectives

- Analyze explicit and implicit ideas, using evidence within texts as support.
- Determine central ideas and purposes, as well as information to include in objective summaries.
- Identify and analyze text structure and organization.
- Recognize figurative language and examine the impact of word choice on texts.
- Assess the usefulness and purpose of structure and graphics in functional texts.
- Decipher an author's purpose and perspective.
- Explore rhetorical appeals, rhetorical devices, and faulty reasoning.
- Analyze the effect of various sentence structures.
- Use word position, function, and context clues to determine meaning.
- Recognize contested grammar rules.
- Use reference sources.
- Recognize academic, technical, and domain-specific vocabulary.
- Compose a research-based informational essay and an argument essay.

Required Materials

- Word-processing software
- Internet browser

English 3A Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Unit Vocabulary; Language, Reading, and Writing Skills; Lesson Workbooks and Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, and etymology.

Language Skill Instruction – Includes instruction in language skills; contains practice questions.

Reading Selections – Includes reading selections and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a research-based informational essay, completed in Units 1, 2, and 3; and an argument essay, completed in Units 3, 4 and 5.

Checkpoint – Uses several questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a summary of the skills covered in the unit.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. It consists of a maximum of 20 questions. You may take the Unit Exam only once.

Final Exam – This exam is in Lesson 30 and consists of questions that test you on the concepts and information you learned in this course. You may take the Final Exam only once.

English 3A Syllabus

Schedule of Work**Unit 1: A Certain Shade of Green**

- A. Introduction: Lessons 1–5
- B. Vocabulary/Language Skills: Lessons 1–2, 5
 - Unit Vocabulary: Lesson 1
 - Language Skill: Lesson 2
 - Unit Vocabulary/Language Skill Workbooks: Lessons 1–2
 - Language Skill Exam Prep: Lesson 5
- C. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- D. Writing Skills: Lessons 4-5
- E. Discussion Board: Lessons 2, 4
- F. Checkpoints: Lessons 1–4
- G. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *“The Bean-Field”*
- Excerpt from *The Education of a Young Chief*
- “Principles of Conservation”
- “Save the Redwoods”
- *Peregrine Falcon*
- *For More Wonder, Rewild the World* video
- *Bring Back the Woolly Mammoth!* video
- “Street Farmer”
- Excerpt from “Conservation as a National Duty”

English 3A Syllabus

Unit 2: She Blinded Me with Science

- A. Introduction: Lessons 6–10
- B. Vocabulary/Language Skills: Lessons 6–7, 10
 - Unit Vocabulary: Lesson 6
 - Language Skill: Lesson 7
 - Unit Vocabulary/Language Skill Workbooks: Lessons 6–7
 - Language Skill Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills: Lessons 6–10
- E. Discussion Board: Lessons 7, 9
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *“Your Average, Everyday Zombie”*
- *“Mindsuckers: Meet Nature’s Nightmare”*
- *“‘Rewilding’ Draws on the Past to Modify Plants”*
- *“Why People Oppose GMOs Even Though Science Says They Are Safe”*
- *“Calculating the Value of Human Tissue Donation”*
- *“Leather and Meat without Killing Animals”*
- *“Paying Patients for Their Tissue: The Legacy of Henrietta Lacks”*
- *“NASA’s Curiosity Rover Finds Clues to How Water Helped Shape Martian Landscape”*
- *“NASA Confirms Evidence That Liquid Water Flows on Today’s Mars”*

English 3A Syllabus

Unit 3: Back to Life, Back to Reality

- A. Introduction: Lessons 11–15
- B. Vocabulary/Language Skills: Lessons 11–12, 15
 - Unit Vocabulary: Lesson 11
 - Language Skill: Lesson 12
 - Unit Vocabulary/Language Skill Workbooks: Lessons 11–12
 - Language Skill Exam Prep: Lesson 15
- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- D. Writing Skills: Lessons 11–15
 - Writing Activity: Lesson 13
- E. Discussion Board: Lessons 12, 14
- F. Checkpoint: Lessons 11–14
- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *“How to Manage Stormwater: Rain Barrels”*
- *“Water Conservation and Efficiency”*
- *“How to Select a Checking Account”*
- *“5 Tips: Protecting Your Checking Account”*
- *“How to Make the Most of Your Debit Card”*
- *“Making a Budget”*
- *“Teens Feeling Stressed and Many Not Managing It Well”*
- *“The Science of Conquering Your Fears—And Living a More Courageous Life”*
- *Teach Every Child About Food* video
- *“Balancing Calories to Manage Weight”*
- *“All About Sleep”*
- *“Sleep Problems and Solutions”*

English 3A Syllabus

Unit 4: Fight for Your Right

- A. Introduction: Lessons 16–20
- B. Vocabulary/Language Skills: Lessons 16–17, 20
 - Unit Vocabulary: Lesson 16
 - Language Skill: Lesson 17
 - Unit Vocabulary/Language Skill Workbooks: Lessons 16–17
 - Language Skill Exam Prep: Lesson 20
- C. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- D. Writing Skills: Lessons 16–20
- E. Discussion Board: Lessons 17, 19
- F. Checkpoint: Lessons 16–19
- G. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- **Hazelwood School District v. Kuhlmeier**
- “For the Equal Rights Amendment”
- “What Will It Take to Make Gender Equality the Norm, Not the Exception?”
- “A Defense of the Constitution”
- “Let’s Give Up on the Constitution”
- “Declaration of Conscience”
- John F. Kennedy’s “Inaugural Address”
- John F. Kennedy’s “Speech at American University”

English 3A Syllabus

Unit 5: Everybody Talks

- A. Introduction: Lessons 21–25
- B. Vocabulary/Language Skills: Lessons 21–22, 25
 - Unit Vocabulary: Lesson 21
 - Language Skill: Lesson 22
 - Unit Vocabulary/Language Skill Workbooks: Lessons 21–22
 - Language Skill Exam Prep: Lesson 25
- C. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- D. Writing Skills: Lessons 21–23
 - Writing Activity: Lesson 23
- E. Discussion Board: Lessons 22, 24
- F. Checkpoint: Lessons 21–24
- G. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *“We Shall Overcome”*
- Barack Obama’s “Second Inaugural Address”
- *What to the Slave Is the Fourth of July?* Parts 1 and 2
- *Energy and the National Goals—A Crisis of Confidence*

English 3A Syllabus

Unit 6: The World We Live In

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–29
- C. Reading Skills: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- D. Final Exam: Lesson 30

Unit 6 Reading Selections

- *“Conservation as a National Duty”*
- *“NASA’s Curiosity Rover Finds Clues to How Water Helped Shape Martian Landscape”*
- *“Sleep Problems and Solutions”*
- John F. Kennedy’s *“Inaugural Address”*
- *“Energy and the National Goals—A Crisis of Confidence”*

English 3B Honors Syllabus

Suggested prerequisites: ENG 11A, ENG10A/B

Course Description

This is a survey course in American Literature. It involves the study of styles, techniques, philosophies, biographies, and ideas of major American writers as well as the historical events that influenced their works. The course emphasizes critical and analytical thinking as well as reading and writing skills. Students will and interpret read various works of literature, including novels, short stories, and poems.

Course Objectives

- Examine the literary writings, discourse, and events that took place from the inception of the United States of America to the present day.
- Involve students in examining their own idea of culture and nationalism and what it means to be a part of a country that has such a centralized impact on the world at large.
- Answer the question “How does knowing your country’s history and literary culture help you become a more effective citizen?”

Required Materials

- Word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student but are not graded. Students are encouraged to contact the course instructor for further information about course guidelines and grading policies.

English 3B Honors Syllabus

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. The following activities come after the introduction:

- *Vocabulary Words* – This activity introduces academic vocabulary to prepare students for learning new concepts in their courses. At the end of the course is a vocabulary exam.
- *Lesson Content* – Lessons contain a variety of activities, including reading selections, videos, audio files, and practice activities. Most lesson content includes graded workbook questions.
- *Checkpoint* – This graded activity uses 10 questions to assess mastery of lesson objectives. The checkpoint may be taken up to three times.
- *Project* – This assessment is graded by the instructor. Projects require students to apply their knowledge and writing capabilities to demonstrate they have mastered the lesson and unit content.
- *Discussion Board* – This activity is graded by the instructor. The Discussion Board allows students to interact and communicate with classmates and the instructor about lesson content.
- *Unit Exam* – At the end of the unit is an exam that uses 30 questions to assess mastery of the unit objectives. It may be taken only once.

English 3B Honors Syllabus

Schedule of Work**Unit 1: Early America - 1500 to 1800**

- A. Read/View – content and selected literature from Native American myths, and colonial and independence eras
- B. Writing Portfolio
- C. Workbook Assessments
- D. Discussions
- E. Project 1 – “Persuasive Paragraphs”
- F. Checkpoints 1-4
- G. Review
- H. Unit 1 Exam

Unit 2: American Romanticism - 1800 to 1860

- A. Read/View – content and selected literature from Transcendentalist, Romantic, and American Gothic eras
- B. Workbook Assessments
- C. Discussions
- D. Project 2 – “Create a Narrative Work of Fiction”
- E. Checkpoints 6-9
- F. Review
- G. Unit 2 Exam

English 3B Honors Syllabus

Unit 3: The Civil War Era - 1850 to 1880

- A. Read/View – content and selected literature from the American Civil War
- B. Workbook Assessments
- C. Discussions
- D. Project 3 – “Literary Analysis of an Emily Dickinson Poem”
- E. Checkpoints 11-14
- F. Review
- G. Unit 3 Exam

Unit 4: Regionalism and Realism - 1880 to 1910

- A. Read/View – content and selected literature from Regionalist, Realist, and Naturalist movements
- B. Workbook Assessments
- C. Discussions
- D. Project 4 – “The Red Badge of Courage Study Guide”
- E. Checkpoints 16-19
- F. Review
- G. Unit 4 Exam

English 3B Honors Syllabus

Unit 5: The Early 20th Century - 1910 to 1930

- A. Read/View – content and selected literature from the Imagist movement, the Harlem Renaissance, and the Modern era
- B. Workbook Assessments
- C. Discussions
- D. Project 5 – “Expository Essay on American Literature from 1910 to 1940”
- E. Checkpoints 21-24
- F. Review
- G. Unit 5 Exam

Unit 6: The 1930s and Forward - 1930s to 1960s

- A. Read/View – content and selected literature from the New Regionalist movement, and the Southern Gothic and Postmodern era
- B. Workbook Assessments
- C. Discussions
- D. Project 6 – “Writing Portfolio”
- E. Checkpoints 26-28
- F. Review
- G. Vocabulary Final Exam
- H. Course Final Exam

English 3B Syllabus

Course Description

In this course, you will read and analyze literary texts from American history. You will read different types of texts, from short stories to poetry to plays, including all of Arthur Miller's *The Crucible*. These reading selections demonstrate ways to understand explicit and implicit ideas through textual evidence; themes, central ideas, and the details that support them; and structural elements and their influence on style, among other ideas and concepts.

As you read the selections in this half of the course, you will practice ways to recognize textual evidence, identify themes and central ideas, make inferences, and identify figurative and connotative language in a variety of texts. In addition, you will learn about recognizing patterns of word change, using parallel structure, using active and passive voice for effect, using punctuation to create pauses and breaks, and explaining nuance and shades of meaning. You will also learn the definitions, parts of speech, and etymology of various vocabulary words.

In addition, you will learn the elements of writing so that you can plan, write, revise, and edit your own fictional narrative and literary analysis essays.

Through the lessons provided in this course, you will master techniques that will help you achieve a deeper appreciation of literary texts.

Suggested Prerequisite: ENG III (1 of 2)

Course Objectives

- Recognize and analyze central ideas and themes in literary texts.
- Comprehend characters and the author's use of direct and indirect characterization.
- Analyze dramatic and narrative elements, including their interaction with each other.
- Recognize explicit and implicit meaning in literary texts.
- Analyze the impact of diction and syntax.
- Recognize and analyze point of view and the influence of social, historical, and economic context.
- Recognize and analyze structural elements and their impact on literary text.
- Compose a fictional narrative and a literary analysis essay.
- Look for and identify patterns of word change.
- Recognize and use active and passive voice for effect.
- Recognize and use parallel structure in writing.
- Interpret denotation, connotation, and nuance.
- Use punctuation to create pauses and breaks.

Required Materials

- Word-processing software
- Internet browser

English 3B Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Unit Vocabulary, Language Skills, Reading Skills, Writing Skills; Lesson Workbooks and Checkpoints; and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, and etymology.

Language Skill Instruction – Includes instruction in language skills; contains practice questions.

Reading Selections – Includes reading selections and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a fictional narrative (completed in Units 2 and 3) and a literary analysis essay (completed in Units 4 and 5).

Checkpoint – Uses 6-10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in lessons.

Exam Prep – Presents a summary of the skills covered in the unit.

English 3B Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. It consists of a maximum of 20 questions. You may take the Unit Exam only once.

Writing Final Exam – This exam is in Lesson 27 and tests how well you have learned the writing skills presented throughout the course. You may take the Writing Final Exam only once.

Final Exam – This exam is in Lesson 30 and consists of questions that test you on the concepts and information you learned in the first half of the course. You may take the Final Exam only once.

English 3B Syllabus**Schedule of Work****Unit 1: Something's Gotten Hold of My Heart**

- A. Introduction: Lessons 1–5
- B. Unit Vocabulary: Lesson 1
 - Vocabulary Workbook: Lesson 1
- C. Language Skill: Lesson 2
 - Workbook: Lesson 2
 - Exam Prep: Lesson 5
- D. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- E. Discussion Board: Lessons 2, 4
- F. Checkpoints: Lessons 1–4
- G. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “The Tell-Tale Heart”
- “Helen”
- *The Crucible*, Act 1, Parts 1–4
- “Dr. Heidegger’s Experiment”
- “The Story of an Hour”
- “The Celebrated Jumping Frog of Calaveras County”

English 3B Syllabus**Unit 2: The Unforgettable Fire**

- A. Introduction: Lessons 6–10
- B. Unit Vocabulary: Lesson 6
 - Vocabulary Workbook: Lesson 6
- C. Language Skill: Lesson 7
 - Workbook: Lesson 7
 - Exam Prep: Lesson 10
- D. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- E. Writing Skills: Lessons 8–10
- F. Discussion Board: Lessons 7, 9
- G. Checkpoint: Lessons 6–9
- H. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Crucible*, Act 1, Parts 5–7; Act 2, Parts 1–2
- Excerpts from *Little Women*
- “To Build a Fire”

English 3B Syllabus**Unit 3: She’s a Mystery to Me**

- A. Introduction: Lessons 11–15
- B. Unit Vocabulary: Lesson 11
 - Vocabulary Workbook: Lesson 11
- C. Language Skill: Lesson 12
 - Workbook: Lesson 12
 - Exam Prep: Lesson 15
- D. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- E. Writing Skills: Lessons 11–13
 - Writing Activity: Lesson 13
- F. Discussion Board: Lessons 12, 14
- G. Checkpoint: Lessons 11–14
- H. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *The Crucible*, Act 2, Parts 3–6; Act 3, Part 1
- “The Giant Wistaria”
- “I, Too”
- “A Black Man Talks of Reaping”
- “Life for My Child Is Simple”
- “Harlem”
- “The Purloined Letter”
- “The Magic Bonbons”

English 3B Syllabus**Unit 4: Wild, Wild Life**

- A. Introduction: Lessons 16–20
- B. Unit Vocabulary: Lesson 16
 - Vocabulary Workbook: Lesson 16
- C. Language Skills: Lesson 17
 - Workbook: Lesson 17
 - Exam Prep: Lesson 20
- D. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- E. Writing Skills: Lessons 17–20
- F. Discussion Board: Lessons 17, 19
- G. Checkpoint: Lessons 16–19
- H. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *The Crucible*, Act 3, Parts 2–6
- “The Yellow Wallpaper”
- “The Legend of Sleepy Hollow”

English 3B Syllabus**Unit 5: Another World**

- A. Introduction: Lessons 21–25
- B. Unit Vocabulary: Lesson 21
 - Vocabulary Workbook: Lesson 21
- C. Language Skills: Lessons 22
 - Workbook: Lesson 22
 - Exam Prep: Lesson 25
- D. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills: Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- E. Writing Skills: Lessons 21–23
 - Writing Activity: Lesson 23
- F. Discussion Board: Lessons 22, 24
- G. Checkpoint: Lessons 21–24
- H. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *The Crucible*, Act 4, Parts 1–5
- “The Raven”
- “Out, Out—”
- “I Hear America Singing”
- “Beat! Beat! Drums!”
- “On Virtue”
- “Lines to Grief”
- “Spring and All”

English 3B Syllabus

Unit 5 Reading Selections

- “This Is Just to Say”
- “Chicago”
- “Grass”
- “Young Goodman Brown”
- “When I Heard the Learn’d Astronomer”
- “A Sight in Camp in the Daybreak Gray and Dim”
- “A Dream”

English 3B Syllabus**Unit 6: How's It Gonna End**

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26, 28
- C. Reading Skills Exam Prep: Lessons 26–29
- D. Writing Skill: Lesson 26
- E. Discussion Board: Lessons 27, 29
- F. Writing Final Exam: Lesson 27
- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- *The Crucible*, Act 4, Part 6
- “The Celebrated Jumping Frog of Calaveras County”
- “To Build a Fire”
- “The Magic Bonbons”
- “The Legend of Sleepy Hollow”
- “A Sight in Camp in the Daybreak Gray and Dim”
- “A Dream”

English IV B Honors

Course Description

In this course, you will read and analyze informational and argumentative texts across a number of genres and from a number of sources, including magazine articles, legal proceedings, and video presentations. Through the presentation of topics as varied as plastics in the ocean, depression, and computer hacking, the course demonstrates ways to understand central ideas, organizational structures, and techniques of composition. You will examine argumentative writing in seminal US documents, such as the Bill of Rights and speeches by 20th-century US presidents. In addition, you will encounter numerous infographics and videos that enhance the instruction.

As you read the selections in this course, you will practice ways to analyze evidence, grasp central ideas, examine word choice, and identify figurative language in informational writing. You will also make inferences, evaluate bias, draw conclusions, and increase your vocabulary. In addition, you will review basics in, grammar, usage, and punctuation.

The course also will instruct you in writing formally, and in using rhetorical devices to persuade audiences. Writing activities offer you tips and techniques as you research and organize expository and argumentative compositions.

Those participating in Honors Enrichment will delve deeper into informational and argumentative texts. You will use critical thinking as you analyze and write about the course's reading selections.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of informational and argumentative texts.

Suggested Prerequisites: ENG11A/B

Course Objectives:

- Explain how an author develops and presents key points, premises, main claims, reasons, and evidence.
- Explain and analyze rhetorical appeals and logical fallacies for effect, power, and interest.
- Analyze an argument by evaluating the claims and counterclaims.
- Analyze evidence for validity, relevance, and sufficiency.
- Explain and analyze the development of central ideas, details, organization, and purposes.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond to writing prompts by drawing evidence from literary texts to support analysis.
- Show mastery of the conventions of standard English.
- Use context and knowledge of nuance and figurative language to enhance writing.

English IV B Honors

Required Materials

- Word processing software
- Internet browser
- Presentation software

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available for the student, but not graded. Students should receive recommendations to contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words – Includes parts of speech, definitions, synonyms, related words, and etymology. Is followed by graded workbook questions.

Language Skill Instruction – Includes instruction in language skills. Is followed by graded workbook questions.

Reading Selections – Includes annotated reading selections.

Reading Skill Instruction – Includes instruction in reading skills. Is followed by graded workbook questions.

Writing Skill Instruction and Activity / Writing Projects – Includes instruction in writing skills. The writing projects, which are assessments graded by the instructor, require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing projects for LA401 ENG12A are in Units 2 and 3 (informative essay) and Units 4 and 5 (argument essay).

Honors Enrichment (if applicable) – Includes additional critical thinking and writing activities to perform more in-depth analysis.

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives. You may take the Checkpoint up to three times.

Discussion Board – An academic discussion board that gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Review – Presents a summary of the skills covered in the unit.

English IV B Honors

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. You may take the Unit Exam only once.

End of Course Writing Assessment – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End of Course Writing Assessment only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that reflect key concepts and information from the course. You may take the Final Exam only once.

English IV B Honors**Schedule of Work****Unit 1:** Screen Time

- Vocabulary Words 1–5
 Workbook Assessment
- Language Skill 1, 3
 Workbook Assessment
- Reading Selections 1–5
- Reading Skill 1–4
 Workbook Assessment
- Writing Skill and Activity 1–5
- Honors Enrichment (if applicable) 1–5
- Checkpoints 1–4
- Discussion Board 1–5
- Vocabulary, Language, and Reading Skill Reviews 5
- Unit 1 Exam

Reading Selections Unit 1

- “Household Robots Are Here, but Where Are They Going?”
- “I Rode 500 Miles in a Self-Driving Car and Saw the Future. It’s Delightfully Dull”
- “Cyber-psychopathy: What Goes On in a Hacker’s Head”
- “Hackers: The Internet’s Immune System” (TED Talks presentation with transcript)
- “Video Games in the Age of Cell Phones”
- “Going Dark: Are Technology, Privacy, and Public Safety on a Collision Course?”
- “Virtual Reality Gets Real”
- “This Virtual Lab Will Revolutionize Science Class” (TED Talks presentation with transcript)

English IV B Honors**Unit 2:** Looking Inward

- Vocabulary Words 6–10
Workbook Assessment
- Language Skill 6, 8
Workbook Assessment
- Reading Selections 6–10
- Reading Skill 6–9
Workbook Assessment
- Writing Skill and Activity (Writing Project) 6–10

- Honors Enrichment (if applicable) 6–10
- Checkpoints 6–9
- Discussion Board 6–10
- Vocabulary, Language, and Reading Skill Reviews 10
- Unit 2 Exam

Reading Selections Unit 2

- “How Not to Raise a Bully: The Early Roots of Empathy”
- “The Key to Stop Bullying: Popular Kids”
- “Primates, Empathy, and Making Connections”
- “My Life as an Undocumented Immigrant”
- “16 Things I’ve Learned from 16 Years of Dealing with Depression”
- “Confessions of a Depressed Comic” (TED Talks presentation with transcript)
- “Teens, Your Brain Needs Real Food”
- “Among Teens, Sleep Deprivation an Epidemic”
- “Everyday Survival”

English IV B Honors**Unit 3:** Going Green and Clean

- Vocabulary Words 11–15
 Workbook Assessment
- Language Skill 11, 13
 Workbook Assessment
- Reading Selections 11–15
- Reading Skill 11–14
 Workbook Assessment
- Writing Skill and Activity (Writing Project) 11–15
- Honors Enrichment (if applicable) 11–15
- Checkpoints 11–14
- Discussion Board 11–15
- Vocabulary, Language, and Reading Skill Reviews 15
- Unit 3 Exam

Reading Selections Unit 3

- “The History of the Electric Car”
- “How Much Can Electric Cars Impact Climate Change?”
- “Plastics in the Ocean”
- “What We Know About: Plastic Marine Debris”
- “Plastics, Human Health, and Environmental Impacts: The Road Ahead”
- “Plastics”
- “The Real Reasons We Explore Space”
- “John F. Kennedy’s Moon Speech – Rice University”
- “How Light Pollution Works”
- “Missing the Dark: Health Effects of Light Pollution”
- “Climate Change in National Parks”
- “Natural Beauty at Risk: Preparing for Climate Change in National Parks”
- “Our Backyard Is 85 Million Acres”

English IV B Honors**Unit 4: An American Dream**

- Vocabulary Words 16–20
Workbook Assessment
- Language Skill 16, 18
Workbook Assessment
- Reading Selections 16–20
- Reading Skill 16–19
Workbook Assessment
- Writing Skill and Activity (Writing Project) 16–20
- Honors Enrichment (if applicable) 16–20
- Checkpoints 16–19
- Discussion Board 16–20
- Vocabulary, Language, and Reading Skill Reviews 20
- Unit 4 Exam

Reading Selections Unit 4

- Background on the Declaration of Independence
- “The Declaration of Independence”
- “What Does the ‘Pursuit of Happiness’ Mean in the Declaration of Independence?”
- “Preamble to the United States Constitution”
- “The Bill of Rights”
- Lincoln’s “Second Inaugural Address”
- Bush’s “Address to Joint Session of Congress Following 9/11 Attacks”
- Obama’s “Remarks by the President on Osama bin Laden”
- Wilson’s “Address at Independence Hall: ‘The Meaning of Liberty’”
- “I Am the Son of a Terrorist. Here’s How I Chose Peace.” (TED Talks presentation with transcript)

English IV B Honors

Unit 5: For the Sake of Argument

- Vocabulary Words 21–25
Workbook Assessment
- Language Skill 21, 23
Workbook Assessment
- Reading Selections 21–25
- Reading Skill 21–24
Workbook Assessment
- Writing Skill and Activity (Writing Project) 21–25
- Honors Enrichment (if applicable) 21–25
- Checkpoints 21–24
- Discussion Board 21–25
- Vocabulary, Language, and Reading Skill Reviews 25
- Unit 5 Exam

Reading Selections Unit 5

- “Bias in the Media”
- “Participatory Journalism in the Twenty-First Century”
- “The Damned Human Race”
- Excerpt of “The Federalist No. 10”
- “NOW’s 1966 Statement of Purpose”
- Background for “The Louisiana Purchase”
- Thomas Jefferson’s “Letter to John C. Breckinridge”
- “George W. Harkins to the American People”
- “Smartphones and the Fourth Amendment”
- Excerpt from “Riley v. California”
- Excerpt from “Ingraham v. Wright”
- “Gun Debate? What Gun Debate?”
- Excerpts from Obama’s “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches”
- Shirley Chisholm’s “Equal Rights for Women”

English IV B Honors**Unit 6:** Onward and Upward

- Vocabulary Review 26–28
- Language Skill Review 26–28
- Reading Selections 21–25
- Reading Skill Review 26–28
- Writing Skill Review 26–28
- Discussion Board 26–30
- End of Course Writing Assessment 29
- Final Exam 30

Reading Selections Unit 6

- Final Exam Reading Preview: “Joseph Galloway Speech/Patrick Henry Speech”
- “What Makes a Good Life? Lessons from the Longest Study on Happiness”
- “Career Planning for High Schoolers”
- “Why Should I Go to College?”
- Final Exam Reading Preview: “from the Federalist No. 51”
- “How to Make Sure the Next Generation Is Better Off Than We Are”
- “School Cell Phone Policy”
- Supreme Court Case: “Tinker v. Des Moines”
- Excerpts from US District Court Case: “Klump v. Nazareth Area School District”
- “Literary Heroes”
- “Winston Churchill: The American Connection”

English 4A Syllabus

Course Description

In this course, students will read and analyze informational and argumentative texts across a number of genres and from a number of sources, including magazine articles, legal proceedings, and video presentations. Through the presentation of topics as varied as plastics in the ocean, depression, and computer hacking, the course demonstrates ways to understand central ideas, organizational structures, and techniques of composition. Students will examine argumentative writing in seminal US documents, such as the Bill of Rights and speeches by 20th-century US presidents. In addition, students will encounter numerous infographics and videos that enhance the instruction.

As students read the selections in this course, they will practice ways to analyze evidence, grasp central ideas, examine word choice, and identify figurative language in informational writing. They will also make inferences, evaluate bias, draw conclusions, and increase their vocabulary. In addition, they will review basics in grammar, usage, and punctuation.

The course also provides instruction in writing formally and in using rhetorical devices to persuade audiences. Writing activities offer tips and techniques as students research and organize informational and argument essays.

Through the lessons provided in this course, students will master techniques that help them achieve a deeper appreciation of informational and argumentative texts.

Suggested Prerequisites: ENG III (1 of 2) and ENG III (2 of 2)

Course Objectives:

- Explain how an author develops and presents key points, premises, main claims, reasons, and evidence.
- Explain and analyze rhetorical appeals for effect, power, and interest.
- Analyze an argument by evaluating the claims and counterclaims.
- Analyze evidence for validity, relevance, and sufficiency.
- Explain and analyze the development of central ideas, details, organization, and purposes.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond to writing prompts by drawing evidence from informational texts to support analysis.
- Show mastery of the conventions of standard English.
- Use context and knowledge of nuance and figurative language to enhance writing.

Required Materials

- Word processing software
- Internet browser
- Presentation software

English 4A Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available for students but are not graded. Students should receive recommendations to contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Unit Vocabulary – Includes parts of speech, definitions, synonyms, related words, and etymology. Is followed by graded workbook questions.

Language Skill Instruction – Includes instruction in language skills. Is followed by graded workbook questions.

Reading Selections – Includes annotated reading selections.

Reading Skill Instruction – Includes instruction in reading skills. Is followed by graded workbook questions.

Writing Skill Instruction and Activity / Writing Projects – Includes instruction in writing skills. The Writing Projects, which are assessments graded by the instructor, require students to apply their knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing Projects for English IV (1 of 2) are in Units 2 and 3 (informational essay) and Units 4 and 5 (argument essay).

Checkpoint – This graded activity uses about 8-10 questions to assess mastery of lesson objectives. Students may take the Checkpoint up to three times.

Discussion Board – An academic discussion board that gives students a chance to share their thoughts and ideas about the topics covered in the course.

Exam Prep – Presents a summary of the skills covered in the unit.

English 4A Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. The Unit Exam contains approximately 20 questions. Students may take the Unit Exam only once.

Writing Exam – This exam is in the next-to-last lesson and tests how well students have learned the writing skills presented in the course. Students may take the Writing Exam only once.

Final Exam – This exam is in the last lesson and consists of 33 questions that reflect key concepts and information from the course. Students may take the Final Exam only once.

English 4A Syllabus

Schedule of Work**Unit 1: Screen Time**

- A. Unit Vocabulary: Lesson 1
- B. Language Skill: Lesson 2
- C. Reading Selections: Lessons 1–5
- D. Reading Skill: Lessons 1–4
- E. Writing Skill: Lessons 1–4
- F. Checkpoint: Lessons 1–4
- G. Discussion Board: Lessons 2, 4
- H. Vocabulary, Language, and Reading Skills Exam Prep: Lesson 5
- I. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “Household Robots Are Here, but Where Are They Going?”
- “I Rode 500 Miles in a Self-Driving Car and Saw the Future. It’s Delightfully Dull”
- “Cyber-psychopathy: What Goes On in a Hacker’s Head”
- “Hackers: The Internet’s Immune System” (TED Talks presentation with transcript)
- “Video Games in the Age of Cell Phones”
- “Going Dark: Are Technology, Privacy, and Public Safety on a Collision Course?”
- “Virtual Reality Gets Real”
- “This Virtual Lab Will Revolutionize Science Class” (TED Talks presentation with transcript)

English 4A Syllabus

Unit 2: Looking Inward

- A. Unit Vocabulary: Lesson 6
- B. Language Skill: Lesson 7
- C. Reading Selections: Lessons 6–10
- D. Reading Skill: Lessons 6–9
- E. Writing Skill: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Discussion Board: Lessons 8, 9
- H. Vocabulary, Language, and Reading Skills Exam Prep: Lesson 10
- I. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- “How Not to Raise a Bully: The Early Roots of Empathy”
- “The Key to Stop Bullying: Popular Kids”
- “Primates, Empathy, and Making Connections”
- “My Life as an Undocumented Immigrant”
- “16 Things I’ve Learned from 16 Years of Dealing with Depression”
- “Confessions of a Depressed Comic” (TED Talks presentation with transcript)
- “Teens, Your Brain Needs Real Food”
- “Among Teens, Sleep Deprivation an Epidemic”
- “Everyday Survival”

English 4A Syllabus

Unit 3: Going Green and Clean

- A. Unit Vocabulary: Lesson 11
- B. Language Skill: Lesson 12
- C. Reading Selections: Lessons 11–15
- D. Reading Skill: Lessons 11–14
- E. Writing Skill: Lessons 11–15
- F. Writing Activity: Lesson 15
- G. Checkpoint: Lessons 11–14
- H. Discussion Board: Lessons 12, 14
- I. Vocabulary, Language, and Reading Skills Exam Prep: Lesson 15
- J. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- “The History of the Electric Car”
- “How Much Can Electric Cars Impact Climate Change?”
- “Plastics, Human Health, and Environmental Impacts: The Road Ahead”
- “Plastics”
- “What We Know About: Plastic Marine Debris”
- “Plastics in the Ocean”
- “The Real Reasons We Explore Space”
- “President Kennedy’s Moon Speech”
- “How Light Pollution Works”
- “Missing the Dark: Health Effects of Light Pollution”
- “Natural Beauty at Risk: Preparing for Climate Change in National Parks”
- “Climate Change in National Parks”
- “Our Backyard Is 85 Million Acres”

English 4A Syllabus

Unit 4: An American Dream

- A. Unit Vocabulary: Lesson 16
- B. Language Skill: Lesson 17
- C. Reading Selections: Lessons 16–20
- D. Reading Skill: Lessons 16–19
- E. Writing Skill: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Discussion Board: Lesson 18, 19
- H. Vocabulary, Language, and Reading Skills Exam Prep: Lesson 20
- I. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- Background on the Declaration of Independence
- “The Declaration of Independence”
- “What Does the ‘Pursuit of Happiness’ Mean in the Declaration of Independence?”
- “Preamble to the United States Constitution”
- “The Bill of Rights”
- Lincoln’s “Second Inaugural Address”
- Bush’s “Address to Joint Session of Congress Following 9/11 Attacks”
- Obama’s “Remarks by the President on Osama bin Laden”
- “I Am the Son of a Terrorist. Here’s How I Chose Peace.” (TED Talks presentation with transcript)
- Wilson’s “Address at Independence Hall: ‘The Meaning of Liberty’”

English 4A Syllabus

Unit 5: For the Sake of Argument

- A. Unit Vocabulary: Lesson 21
- B. Language Skill: Lesson 22
- C. Reading Selections: Lessons 21–25
- D. Reading Skill: Lessons 21–24
- E. Writing Skill: Lessons 21–25
- F. Writing Activity: Lesson 25
- G. Checkpoint: Lessons 21–24
- H. Discussion Board: Lessons 23, 24
- I. Vocabulary, Language, and Reading Skills Exam Prep: Lesson 25
- J. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- “Bias in the Media”
- “Participatory Journalism in the Twenty-First Century”
- “The Damned Human Race”
- Excerpt of “The Federalist No. 10”
- “The National Organization for Women’s 1966 Statement of Purpose”
- Background for “The Louisiana Purchase”
- Thomas Jefferson’s “Letter to John C. Breckinridge”
- “George W. Harkins to the American People”
- “Smartphones and the Fourth Amendment”
- Excerpt from *Riley v. California*
- Excerpt from *Ingraham v. Wright*
- “Gun Debate? What Gun Debate?”
- Excerpt from Obama’s “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches”

English 4A Syllabus

Unit 6: Onward and Upward

- A. Language Skills Exam Prep: Lessons 26–28
- B. Reading Selections: Lessons 26–29
- C. Reading Skills Exam Prep: Lessons 26–29
- D. Writing Skills Exam Prep: Lessons 28, 29
- E. Discussion Board: Lessons 27, 30
- F. Writing Exam: Lesson 29
- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- “What Makes a Good Life? Lessons from the Longest Study on Happiness”
- “Joseph Galloway/Patrick Henry Speeches”
- “Career Planning for High Schoolers”
- “Why Should I Go to College?”
- Excerpt from “The Federalist No. 51”
- “How to Make Sure the Next Generation Is Better Off Than We Are”
- “US Supreme Court Case: *Tinker v. Des Moines*”

English IV B Honors

Course Syllabus

Course Description

In this course, you will read and analyze a wide variety of narrative texts from British literature across different eras, from the Middle Ages through modern times. Reading selections include significant works from British writers who have made a lasting impact on the literary world—including Chaucer, Spenser, Donne, Shakespeare, Milton, Swift, Byron, Wilde, Tolkien, and Huxley. In addition, throughout the entire course, you will be reading the novel *Frankenstein* by Mary Shelley.

As you read selections from various genres, including poetry, prose, drama, satire, and science fiction, you will learn how to define, identify, and analyze narrative elements and structures. Among these elements are plot, setting, tone, character, theme, and perspective. You will also study literary devices such as imagery, symbolism, irony, understatement, and sarcasm. In addition, you will examine the impact of word choice and humor within a text as well as techniques that writers use when creating stories. You will also make inferences about literary works; increase your vocabulary; and sharpen your language skills by learning about context clues, connotation, nuance, and affixes as methods for determining word meanings.

In this course, you will complete two writing projects: a fictional narrative in the style of Gothic Romanticism and a literary analysis. Writing activities offer you tips and techniques as you research and organize narrative compositions.

If you are participating in the Honors Enrichment portion of the course, you will delve deeper into many topics, including analyzing symbolic representations; making inferences; identifying and analyzing themes; comparing characters, setting, and tone in multiple versions of a text; and analyzing storytelling and its impact on structure and meaning. You will synthesize knowledge and use critical thinking as you analyze and write about the course's reading selections.

The lessons in this course will help you master techniques so that you can enhance your appreciation for British literature.

Suggested Prerequisites: ENG12A

Course Objectives:

- Identify and analyze key narrative elements and structures.
- Identify and evaluate figurative language.
- Examine the impact of word choice and humor within a text.
- Recognize irony and sarcasm, and determine perspective within a text.
- Integrate ideas to compare and contrast the treatment of narrative elements in multiple interpretations of a literary work.
- Determine word meanings using context clues, connotation, nuance, and affixes.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond to writing prompts by drawing evidence from literary texts to support analysis.
- Use context and knowledge of nuance and figurative language to enhance writing.
- Show mastery of the conventions of standard English.

English IV B Honors Course Syllabus

Required Materials

- Word-processing software
- Internet browser
- Presentation software

Course Overview

This course contains six units, each with five lessons. Lessons present the material in many different ways so that you can increase your comprehension. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Skill – Includes strategies for determining the function, use, and meaning of key vocabulary words and phrases you will encounter in the lessons and in the real world. Followed by graded workbook questions.

Lexicology – Includes a preview of words used in a lesson's reading and other grade-level vocabulary words, with their parts of speech, definitions, synonyms, related words, and etymology. Followed by graded workbook questions.

Reading Selections – Includes annotated readings.

Reading Skill – Includes instruction in reading skills. Followed by graded workbook questions.

Literature Project – A course-long project: reading Mary Shelley's novel *Frankenstein* and responding to prompts that help you reflect on what you have read.

Writing Skill and Activity – Includes instruction in writing skills. The writing projects, which are assessments graded by the instructor, require you to apply your knowledge and writing capabilities to demonstrate you have mastered the lesson content. Writing projects for LA402 ENG12B are in Units 2 and 3 (fictional narrative) and Unit 5 (literary analysis essay).

Honors Enrichment Activity (if applicable) – Includes additional critical thinking and writing activities that allow you to perform more in-depth analysis and application of acquired skills.

Checkpoint – This graded activity uses 10 questions to assess your mastery of the lesson's objectives. You may take the Checkpoint up to three times.

Discussion Board – This academic discussion board gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Final Essay Preparation – This activity in the last unit provides practice for the writing assessment, the Final Essay.

Review – Each review presents a summary of the skills covered in the unit.

**English IV B Honors
Course Syllabus**

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. You may take the Unit Exam only once.

Final Essay – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the Final Essay only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on key concepts and information from the course. You may take the Final Exam only once.

**English IV B Honors
Course Syllabus**

Schedule of Work**Unit 1: Heroes (The Middle Ages, 400–1500)**

- A. Vocabulary Skill: Lessons 1–4
- B. Reading Skill: Lessons 1–4
- C. Reading Selections: Lessons 1–5
- D. Honors Enrichment Activity (if applicable): Lessons 1–5
- E. Literature Project: Lessons 1–5
- F. Checkpoint: Lessons 1–4
- G. Discussion Board: Lessons 1–5
- H. Vocabulary and Reading Skill Reviews: Lesson 5
- I. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *Physiologus* (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 3)
- *Beowulf* (excerpts)
- “Sir Gawain and the Green Knight” and “Gawayne and the Green Knight: A Fairy Tale” (excerpts)
- *The Canterbury Tales*: “General Prologue,” “Wife of Bath’s Prologue,” and “Wife of Bath’s Tale” by Geoffrey Chaucer (excerpts)

**English IV B Honors
Course Syllabus**

Unit 2: All the World Is a Stage (The Renaissance, 1500–1660)

- A. Lexicology: Lessons 6–9
- B. Reading Skill: Lessons 6–9
- C. Reading Selections: Lessons 6–10
- D. Honors Enrichment Activity (if applicable): Lessons 6–10
- E. Writing Skill: Lessons 6–10
- F. Writing Activity: Lessons 6–10
- G. Literature Project: Lessons 6–10
- H. Checkpoint: Lessons 6–9
- I. Discussion Board: Lessons 6–10
- J. Vocabulary and Reading Skill Reviews: Lesson 10
- K. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Faerie Queene* by Edmund Spenser (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 7)
- “The Sunne Rising” by John Donne
- “Breake of Day” by John Donne
- “Sonnet 18” by William Shakespeare
- “Sonnet 29” by William Shakespeare
- “Sonnet 55” by William Shakespeare
- “Sonnet 116” by William Shakespeare
- “Sonnet 7” by John Milton
- *Utopia* by Sir Thomas More (excerpts)
- *The Tempest* by William Shakespeare (excerpts)
- “Death Be Not Proud” by John Donne

**English IV B Honors
Course Syllabus**

Unit 3: Goodbye to Romance (The Enlightenment/Neoclassic Period, 1660–1798, & Romantic Period, 1798–1837)

- A. Lexicology: Lessons 11–14
- B. Reading Skill: Lessons 11–14
- C. Reading Selections: Lessons 11–15
- D. Honors Enrichment Activity (if applicable): Lessons 11–15
- E. Writing Skill: Lessons 11–15
- F. Writing Activity: Lessons 11–15
- G. Literature Project: Lessons 11–15
- H. Checkpoint: Lessons 11–14
- I. Discussion Board: Lessons 11–15
- J. Vocabulary and Reading Skill Reviews: Lesson 15
- K. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *Gulliver’s Travels* by Jonathan Swift (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 12)
- *Ivanhoe* by Sir Walter Scott (excerpts)
- *The Mysteries of Udolpho* by Ann Radcliffe (excerpts)
- “She Walks in Beauty” by Lord Byron
- “La Belle Dame Sans Merci” by John Keats
- “Ozymandias” by Percy Bysshe Shelley
- “The Chimney Sweeper” by William Blake (two versions)
- *The Life and Adventures of Robinson Crusoe* by Daniel Defoe (excerpts)

**English IV B Honors
Course Syllabus**

Unit 4: Imitation of Life (Victorian Period, 1837–1901)

- A. Lexicology: Lessons 16–19
- B. Reading Skill: Lessons 16–19
- C. Reading Selections: Lessons 16–20
- D. Honors Enrichment Activity (if applicable): Lessons 16–20
- E. Literature Project: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Discussion Board: Lessons 16–20
- H. Vocabulary and Reading Skill Reviews: Lesson 20
- I. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *Through the Looking Glass* by Lewis Carroll (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 16)
- “The Adventure of the Speckled Band” by Sir Arthur Conan Doyle (excerpts)
- *The Importance of Being Earnest* by Oscar Wilde (excerpts)
- “The Charge of the Light Brigade” by Alfred, Lord Tennyson
- “The Darkling Thrush” by Thomas Hardy
- “In Time of ‘The Breaking of Nations’” by Thomas Hardy
- “Meeting at Night” by Robert Browning
- “Parting at Morning” by Robert Browning
- “How Do I Love Thee?” by Elizabeth Barrett Browning
- “The Best Thing in the World” by Elizabeth Barrett Browning
- “The Soldier” by Rupert Brooke
- “Dulce et Decorum Est” by Wilfred Owen
- “Up-Hill” by Christina Rossetti
- *The Woman in White* by Wilkie Collins (excerpts)

**English IV B Honors
Course Syllabus**

Unit 5: Dawning of a New Era (Modern Period, 1901–Present)

- A. Lexicology: Lessons 21–24
- B. Reading Skill: Lessons 21–24
- C. Reading Selections: Lessons 21–25
- D. Honors Enrichment Activity (if applicable): Lessons 21–25
- E. Writing Skill: Lessons 21–25
- F. Writing Activity: Lessons 21–25
- G. Literature Project: Lessons 21–25
- H. Checkpoint: Lessons 21–24
- I. Discussion Board: Lessons 21–25
- J. Vocabulary and Reading Skill Reviews: Lesson 25
- K. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *The War of the Worlds* by H. G. Wells (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 21)
- “Strychnine in the Soup” by P. G. Wodehouse
- *Rebecca* by Daphne du Maurier (excerpts)
- “Musée des Beaux Arts” by W. H. Auden
- “Do Not Go Gentle Into That Good Night” by Dylan Thomas
- “Song of a Man Who Has Come Through” by D. H. Lawrence
- “Piano” by D. H. Lawrence
- “When You Are Old” by William Butler Yeats
- *The Fellowship of the Ring* by J. R. R. Tolkien (excerpts)

Unit 5 Painting Selection

- *Landscape with the Fall of Icarus* by Pieter Bruegel the Elder

**English IV B Honors
Course Syllabus**

Unit 6: Future World (Modern Period, 1901–Present)

- A. Lexicology: Lessons 26–29
- B. Reading Skill: Lessons 26–29
- C. Reading Selections: Lessons 26–29
- D. Honors Enrichment Activity (if applicable) : Lessons 26–29
- E. Literature Project: Lessons 26–30
- F. Checkpoint: Lessons 26–29
- G. Discussion Board: Lessons 26–30
- H. Final Essay Preparation: Lesson 29
- I. Final Essay: Lesson 29
- J. Vocabulary and Reading Skill Reviews: Lesson 30
- K. Final Exam: Lesson 30

Unit 6 Reading Selections

- “The Hammer of God” by Arthur C. Clarke
- *Frankenstein* by Mary Shelley (final chapters)
- *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams (excerpts)
- *High Fidelity* by Nick Hornby (excerpts)
- *Brave New World* by Aldous Huxley (excerpts)
- *Never Let Me Go* by Kazuo Ishiguro (excerpts)

English IV B

Course Syllabus

Course Description

In this course, you will read and analyze a wide variety of narrative texts from British literature across different eras, from the Middle Ages through modern times. Reading selections include significant works from British writers who have made a lasting impact on the literary world—including Chaucer, Spenser, Donne, Shakespeare, Milton, Swift, Byron, Wilde, Tolkien, and Huxley. In addition, throughout the entire course, you will be reading the novel *Frankenstein* by Mary Shelley.

As you read selections from various genres, including poetry, prose, drama, satire, and science fiction, you will learn how to define, identify, and analyze narrative elements and structures. Among these elements are plot, setting, tone, character, theme, and perspective. You will also study literary devices such as imagery, symbolism, irony, understatement, and sarcasm. In addition, you will examine the impact of word choice and humor within a text as well as techniques that writers use when creating stories. You will also make inferences about literary works; increase your vocabulary; and sharpen your language skills by learning about context clues, connotation, nuance, and affixes as methods for determining word meanings.

In this course, you will complete two writing projects: a fictional narrative in the style of Gothic Romanticism and a literary analysis. Writing activities offer you tips and techniques as you research and organize narrative compositions.

If you are participating in the Honors Enrichment portion of the course, you will delve deeper into many topics, including analyzing symbolic representations; making inferences; identifying and analyzing themes; comparing characters, setting, and tone in multiple versions of a text; and analyzing storytelling and its impact on structure and meaning. You will synthesize knowledge and use critical thinking as you analyze and write about the course's reading selections.

The lessons in this course will help you master techniques so that you can enhance your appreciation for British literature.

Suggested Prerequisites: ENG12A

English IV B Course Syllabus

Course Objectives:

- Identify and analyze key narrative elements and structures.
- Identify and evaluate figurative language.
- Examine the impact of word choice and humor within a text.
- Recognize irony and sarcasm, and determine perspective within a text.
- Integrate ideas to compare and contrast the treatment of narrative elements in multiple interpretations of a literary work.
- Determine word meanings using context clues, connotation, nuance, and affixes.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond to writing prompts by drawing evidence from literary texts to support analysis.
- Use context and knowledge of nuance and figurative language to enhance writing.
- Show mastery of the conventions of standard English.

Required Materials

- Word-processing software
- Internet browser
- Presentation software

Course Overview

This course contains six units, each with five lessons. Lessons present the material in many different ways so that you can increase your comprehension. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Skill – Includes strategies for determining the function, use, and meaning of key vocabulary words and phrases you will encounter in the lessons and in the real world. Followed by graded workbook questions.

Lexicology – Includes a preview of words used in a lesson's reading and other grade-level vocabulary words, with their parts of speech, definitions, synonyms, related words, and etymology. Followed by graded workbook questions.

Reading Selections – Includes annotated readings.

English IV B Course Syllabus

Course Organization

Reading Skill – Includes instruction in reading skills. Followed by graded workbook questions.

Literature Project – A course-long project: reading Mary Shelley’s novel *Frankenstein* and responding to prompts that help you reflect on what you have read.

Writing Skill and Activity – Includes instruction in writing skills. The writing projects, which are assessments graded by the instructor, require you to apply your knowledge and writing capabilities to demonstrate you have mastered the lesson content. Writing projects for LA402 ENG12B are in Units 2 and 3 (fictional narrative) and Unit 5 (literary analysis essay).

Honors Enrichment Activity (if applicable) – Includes additional critical thinking and writing activities that allow you to perform more in-depth analysis and application of acquired skills.

Checkpoint – This graded activity uses 10 questions to assess your mastery of the lesson’s objectives. You may take the Checkpoint up to three times.

Discussion Board – This academic discussion board gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Final Essay Preparation – This activity in the last unit provides practice for the writing assessment, the Final Essay.

Review – Each review presents a summary of the skills covered in the unit.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. You may take the Unit Exam only once.

Final Essay – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the Final Essay only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on key concepts and information from the course. You may take the Final Exam only once.

English IV B
Course Syllabus

Schedule of Work

Unit 1: Heroes (The Middle Ages, 400–1500)

- A. Vocabulary Skill: Lessons 1–4
- B. Reading Skill: Lessons 1–4
- C. Reading Selections: Lessons 1–5
- D. Honors Enrichment Activity (if applicable): Lessons 1–5
- E. Literature Project: Lessons 1–5
- F. Checkpoint: Lessons 1–4
- G. Discussion Board: Lessons 1–5
- H. Vocabulary and Reading Skill Reviews: Lesson 5
- I. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *Physiologus* (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 3)
- *Beowulf* (excerpts)
- “Sir Gawain and the Green Knight” and “Gawayne and the Green Knight: A Fairy Tale” (excerpts)
- *The Canterbury Tales*: “General Prologue,” “Wife of Bath’s Prologue,” and “Wife of Bath’s Tale” by Geoffrey Chaucer (excerpts)

English IV B
Course Syllabus

Unit 2: All the World Is a Stage (The Renaissance, 1500–1660)

- A. Lexicology: Lessons 6–9
- B. Reading Skill: Lessons 6–9
- C. Reading Selections: Lessons 6–10
- D. Honors Enrichment Activity (if applicable): Lessons 6–10
- E. Writing Skill: Lessons 6–10
- F. Writing Activity: Lessons 6–10
- G. Literature Project: Lessons 6–10
- H. Checkpoint: Lessons 6–9
- I. Discussion Board: Lessons 6–10
- J. Vocabulary and Reading Skill Reviews: Lesson 10
- K. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Faerie Queene* by Edmund Spenser (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 7)
- “The Sunne Rising” by John Donne
- “Breake of Day” by John Donne
- “Sonnet 18” by William Shakespeare
- “Sonnet 29” by William Shakespeare
- “Sonnet 55” by William Shakespeare
- “Sonnet 116” by William Shakespeare
- “Sonnet 7” by John Milton
- *Utopia* by Sir Thomas More (excerpts)
- *The Tempest* by William Shakespeare (excerpts)
- “Death Be Not Proud” by John Donne

English IV B
Course Syllabus

Unit 3: Goodbye to Romance (The Enlightenment/Neoclassic Period, 1660–1798, & Romantic Period, 1798–1837)

- A. Lexicology: Lessons 11–14
- B. Reading Skill: Lessons 11–14
- C. Reading Selections: Lessons 11–15
- D. Honors Enrichment Activity (if applicable): Lessons 11–15
- E. Writing Skill: Lessons 11–15
- F. Writing Activity: Lessons 11–15
- G. Literature Project: Lessons 11–15
- H. Checkpoint: Lessons 11–14
- I. Discussion Board: Lessons 11–15
- J. Vocabulary and Reading Skill Reviews: Lesson 15
- K. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *Gulliver's Travels* by Jonathan Swift (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 12)
- *Ivanhoe* by Sir Walter Scott (excerpts)
- *The Mysteries of Udolpho* by Ann Radcliffe (excerpts)
- "She Walks in Beauty" by Lord Byron
- "La Belle Dame Sans Merci" by John Keats
- "Ozymandias" by Percy Bysshe Shelley
- "The Chimney Sweeper" by William Blake (two versions)
- *The Life and Adventures of Robinson Crusoe* by Daniel Defoe (excerpts)

English IV B
Course Syllabus

Unit 4: Imitation of Life (Victorian Period, 1837–1901)

- A. Lexicology: Lessons 16–19
- B. Reading Skill: Lessons 16–19
- C. Reading Selections: Lessons 16–20
- D. Honors Enrichment Activity (if applicable): Lessons 16–20
- E. Literature Project: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Discussion Board: Lessons 16–20
- H. Vocabulary and Reading Skill Reviews: Lesson 20
- I. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *Through the Looking Glass* by Lewis Carroll (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 16)
- “The Adventure of the Speckled Band” by Sir Arthur Conan Doyle (excerpts)
- *The Importance of Being Earnest* by Oscar Wilde (excerpts)
- “The Charge of the Light Brigade” by Alfred, Lord Tennyson
- “The Darkling Thrush” by Thomas Hardy
- “In Time of ‘The Breaking of Nations’” by Thomas Hardy
- “Meeting at Night” by Robert Browning
- “Parting at Morning” by Robert Browning
- “How Do I Love Thee?” by Elizabeth Barrett Browning
- “The Best Thing in the World” by Elizabeth Barrett Browning
- “The Soldier” by Rupert Brooke
- “Dulce et Decorum Est” by Wilfred Owen
- “Up-Hill” by Christina Rossetti
- *The Woman in White* by Wilkie Collins (excerpts)

English IV B
Course Syllabus

Unit 5: Dawning of a New Era (Modern Period, 1901–Present)

- A. Lexicology: Lessons 21–24
- B. Reading Skill: Lessons 21–24
- C. Reading Selections: Lessons 21–25
- D. Honors Enrichment Activity (if applicable): Lessons 21–25
- E. Writing Skill: Lessons 21–25
- F. Writing Activity: Lessons 21–25
- G. Literature Project: Lessons 21–25
- H. Checkpoint: Lessons 21–24
- I. Discussion Board: Lessons 21–25
- J. Vocabulary and Reading Skill Reviews: Lesson 25
- K. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *The War of the Worlds* by H. G. Wells (excerpts)
- *Frankenstein* by Mary Shelley (through Chapter 21)
- “Strychnine in the Soup” by P. G. Wodehouse
- *Rebecca* by Daphne du Maurier (excerpts)
- “Musée des Beaux Arts” by W. H. Auden
- “Do Not Go Gentle Into That Good Night” by Dylan Thomas
- “Song of a Man Who Has Come Through” by D. H. Lawrence
- “Piano” by D. H. Lawrence
- “When You Are Old” by William Butler Yeats
- *The Fellowship of the Ring* by J. R. R. Tolkien (excerpts)

Unit 5 Painting Selection

- Landscape with *the Fall of Icarus* by Pieter Bruegel the Elder

English IV B
Course Syllabus

Unit 6: Future World (Modern Period, 1901–Present)

- A. Lexicology: Lessons 26–29
- B. Reading Skill: Lessons 26–29
- C. Reading Selections: Lessons 26–29
- D. Honors Enrichment Activity (if applicable) : Lessons 26–29
- E. Literature Project: Lessons 26–30
- F. Checkpoint: Lessons 26–29
- G. Discussion Board: Lessons 26–30
- H. Final Essay Preparation: Lesson 29
- I. Final Essay: Lesson 29
- J. Vocabulary and Reading Skill Reviews: Lesson 30
- K. Final Exam: Lesson 30

Unit 6 Reading Selections

- “The Hammer of God” by Arthur C. Clarke
- *Frankenstein* by Mary Shelley (final chapters)
- *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams (excerpts)
- *High Fidelity* by Nick Hornby (excerpts)
- *Brave New World* by Aldous Huxley (excerpts)
- *Never Let Me Go* by Kazuo Ishiguro (excerpts)

Honors English 9 A Course Syllabus

Course Description

In this course, you will read and analyze both literary and informational texts. These texts take many different forms, including autobiographies, personal memoirs, newspaper and magazine articles, poetry, and even filmed stage productions. The course's reading selections demonstrate ways to understand explicit and inferred meaning through textual evidence, central ideas and details that support them, and figurative language, and the effects word choice has on tone and mood, among other ideas and concepts. Throughout this course, you will read the novel *The Princess and the Goblin* by George MacDonald. You will also examine literary texts to better your understanding of different perspectives from outside the United States, including a story of Mexican citizens desperate to immigrate to the United States, and a story about a Chinese American girl's relationship with her demanding mother.

As you read the selections in this course, you will practice ways to recognize textual evidence, identify themes and central ideas, make inferences, analyze word choice, and identify figurative and connotative language in a variety of texts. In addition, you will learn about basics in grammar, usage, and punctuation, including context clues and word functions, domain-specific language and dialect, parts of speech and figures of speech, and reference materials. You will also learn various vocabulary words and more about Greek and Latin prefixes, suffixes, and roots.

In addition, you will learn the elements of writing so that you can plan, write, revise, and edit your own personal memoir and literary analysis.

Through the lessons provided in this course, you will master techniques that will help you achieve a deeper appreciation of literary and informational texts.

Suggested Prerequisites: ENG081-8A and ENG082-8B

Course Objectives:

- Identify and describe themes, central ideas, and details.
- Describe different organizational structures in texts and how ideas and events are shaped by those structures.
- Identify and analyze textual evidence in texts to make inferences.
- Determine how an author's word choice contributes to a text's meaning, tone, and mood.
- Analyze characters within literary texts.
- Identify and interpret figurative, connotative, and denotative meanings in texts.
- Identify and define common roots and affixes to determine the meaning of words.
- Use context clues to determine the meaning of unfamiliar words.
- Recognize domain-specific language and dialect within texts.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Identify subjects, key scenes, and portrayals in literary and informational texts across a variety of different mediums.
- Use knowledge of writing ideas, concepts, and strategies to write a personal memoir and literary analysis.

Required Materials

- Word-processing software
- Internet browser

Honors English 9 A

Course Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Vocabulary Words; Language, Reading, and Writing Skills and Activities; Lesson Workbooks and Checkpoints; and Discussion Boards.

Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words – Includes parts of speech, definitions, synonyms, and etymology; contains practice questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains practice questions; is a part of the Language Skill.

Reading Selections – Includes reading selections and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions; is a part of the Reading Skill.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains practice questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes a personal memoir, completed in Units 2 and 3; and a literary analysis, completed in Units 4 and 5.

Checkpoint – Uses 10 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a summary of the skills covered in the unit.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. It consists of 20 questions. You may take the Unit Exam only once.

End-of-Course Writing Assessment – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the End-of-Course Writing Assessment only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

Honors English 9 A Course Syllabus

Schedule of Work

Unit 1: Hit the Ground Running

- A. Introduction: Lessons 1–5

- B. Language Skills: Lessons 1–5 Vocabulary Words: Lessons 1–4 Language Skills: Lessons 1, 3
 - Vocabulary Words/Language Skills
 - Workbooks: Lessons 1–4 Language Skills
 - Exam Prep: Lesson 5

- C. Reading Skills: Lessons 1–5
 - Reading
 - Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4 Reading
 - Skills Exam Prep: Lesson 5

- D. Reflection Writing Activities: Lessons 1–5

- E. Discussion Board: Lessons 1–5

- F. Checkpoint: Lessons 1–4

- G. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- *The Princess and the Goblin* – Chapters 1–6
- “The Rights to the Streets of Memphis” from *Black Boy*
- “How Books Can Open Your Mind” Ted Talks presentation
- “Going to Japan” from *Small Wonder: Essays*
- “Comprehending the Calamity”
- “On Women’s Right to Vote”
- “The Lost Boys”
- “Life Among the Piutes: Their Wrongs and Claims”
- “Ain’t I a Woman?”

Honors English 9 A

Course Syllabus

Unit 2: A World of Possibilities

- A. Introduction: Lessons 6–10
- B. Language Skills: Lessons 6–10
 - Vocabulary Words: Lessons 6–9
 - Language Skills: Lessons 6, 8
 - Vocabulary Words/Language Skills
 - Workbooks: Lessons 6–9 Language Skills
 - Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills and Activities (Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6-9
- E. Discussion Board: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *The Princess and the Goblin* – Chapters 7–11
- *The Giver* – Chapters 1–2
- “Church” from *The Things They Carried*
- “The Dentist” from *The Things They Carried*
- “The Gift of the Magi”
- “Thank You, Ma’am”

Honors English 9 A Course Syllabus

Unit 3: Halfway Home

- A. Introduction: Lessons 11–15
- B. Language Skills: Lessons 11–15
 - Vocabulary Words: Lessons 11–14
 - Language Skills: Lessons 11, 13
 - Vocabulary Words/Language Skills Workbooks: Lessons 11–14
 - Language Skills Exam Prep: Lesson 15
- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15
- D. Writing Skills and Activities (Writing Project): Lessons 11–15
 - Writing Skills Workbooks: Lessons 11–14
- E. Discussion Board: Lessons 11–15
- F. Checkpoint: Lessons 11–14
- G. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *The Princess and the Goblin* – Chapters 12–18
- “Thank You, Ma’am”
- “Defamation”
- “The Cask of Amontillado”
- “Ode to My Socks”
- “The Lost Boys”
- “Who Killed the Iceman?” from *National Geographic*
- *Rosa Parks* (excerpt)
- “The Dentist” from *The Things They Carried*
- “Going to Japan” from *Small Wonder: Essays*

Honors English 9 A

Course Syllabus

Unit 4: Rewarding Road

- A. Introduction: Lessons 16–20
- B. Language Skills: Lessons 16–20
 - Vocabulary Words: Lessons 16–19
 - Language Skills: Lessons 16, 18
 - Vocabulary Words/Language Skills Workbooks: Lessons 16–19
 - Vocabulary and Language Skills Exam Prep: Lesson 20
- C. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20
- D. Writing Skills and Activities (Writing Project): Lessons 16–20
 - Writing Skills Workbooks: Lessons 16–19
- E. Discussion Board: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- *The Princess and the Goblin* – Chapters 19–22
- “The Raven”
- “Echo”
- “What Do We Do with a Variation?”
- “Barbara Frietchie”
- “Harlem”
- “Two Kinds”
- “Church” from *The Things They Carried*
- “La Puerta”
- “The Death of the Hired Man”
- “How to Write the Great American Indian Novel”

Honors English 9 A Course Syllabus

Unit 5: The Home Stretch

- A. Introduction: Lessons 21–25
- B. Language Skills: Lessons 21–25
 - Vocabulary Words: Lessons 21–24
 - Language Skills: Lessons 21, 23
 - Vocabulary Words/Language Skills
 - Workbooks: Lessons 21–24
 - Language Skills Exam Prep: Lesson 25
- C. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- D. Writing Skills and Activities (Writing Project): Lessons 21–25
 - Writing Skills Workbooks: Lessons 21–24
- E. Discussion Board: Lessons 21–25
- F. Checkpoint: Lessons 21–24
- G. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- *The Princess and the Goblin* – Chapters 23–28
- *Romeo and Juliet* – Act 1, Scene 1 (excerpt)
- *Romeo and Juliet* – Act 1, Scene 2 (excerpt)
- *Romeo and Juliet* – Act 2, Scene 2 (excerpt)
- “Romeo and Juliet: Live from Shakespeare’s Globe” (excerpts)
- “Romeo and Juliet” 1954 film (excerpt)
- *I Know Why the Caged Bird Sings* – Chapter 15
- “Creativity with Bill Moyers: Maya Angelou” video (excerpts)

Honors English 9 A Course Syllabus

Unit 6: That’s a Wrap!

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–28
- C. Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- D. Writing Skills Exam Prep: Lessons 27–28
- E. End-of-Course Writing Assessment: Lesson 29
- F. Discussion Board: Lessons 26–30
- G. Final Exam: Lesson 30

Unit 6 Reading Selections

- *The Princess and the Goblin* – Chapters 29–32
- *Rosa Parks* (excerpt)
- “The Rights to the Streets of Memphis” from *Black Boy*
- *The Giver* – Chapter 2
- *The House on Mango Street* (excerpt)
- “Life Among the Piutes: Their Wrongs and Claims”
- “Blues Ain’t No Mockin’ Bird”
- “If...”
- “Egg Horror Poem”
- “My Heart Leaps Up”
- “Fish Cheeks”
- “Trespass” chapter from *How the Garcia Girls Lost Their Accents*

Honors English 9 B**Course Syllabus****Course Description**

In this course, you will read and analyze both literary and informational texts. These texts take many different forms, including biographies, short stories, newspaper and magazine articles, poetry, and influential historical documents. The course's reading selections demonstrate ways to understand explicit and inferred meaning through textual evidence; theme, central ideas, and details that support them; and structural elements and their influence on style, among other ideas and concepts. Throughout this course, you will read the novel *Anthem* by Ayn Rand. You will also examine informational texts to better your understanding of historical moments throughout the history of the United States, including presidential speeches and a famous letter written by Martin Luther King Jr. during his imprisonment in a Birmingham jail at the height of the civil rights movement.

As you read the selections in this course, you will practice ways to recognize textual evidence, identify themes and central ideas, make inferences, and identify figurative and connotative language in a variety of texts. In addition, you will review information on context clues and word nuances, and you will learn about spelling conventions, style manuals, phrases clauses, parallel structure, semicolons, and colons. You will also learn the definitions, parts of speech, and etymology of various vocabulary words you will see throughout the reading selections.

In addition, you will learn the elements of writing so that you can plan, write, revise, and edit your own informational essay and argument essay.

Through the lessons provided in this course, you will master techniques that will help you achieve a deeper appreciation of literary and informational texts.

Suggested Prerequisite: ENG101-9A

Course Objectives:

- Review themes, central ideas, characterization, organizational structure, and evidence and inferences
- Analyze structural elements on text and their influence on a text's style
- Look back through history to read text from different periods, and determine their influence on more modern texts
- Identify author perspective and purpose
- Recognize the rhetorical techniques authors use in their writing
- Discover the various elements of arguments and claims in persuasive writing, including their reliance on sound reasoning and relevant and sufficient textual evidence
- Understand the differences between figurative, connotative, and technical meaning and language
- Explore themes, concepts, and rhetorical techniques in seminal US documents
- Review details about context clues and word nuances
- Learn about spelling conventions and different style manuals
- Identify various phrases and clauses, and understand how they relate to parallel structure
- Distinguish between semicolons and colons
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose and audience
- Use knowledge of writing ideas, concepts, and strategies to write an informational essay and an argument essay

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Required Materials

- Word-processing software
- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways so that you can increase your comprehension. These ways include Vocabulary Words; Language Skills, Reading Skills, Writing Skills and Activities, Speaking & Listening Skills and Activities, and Discussion Boards. Some activities are graded by the learning management software; others are graded by your instructor. Additional activities are available for you but are not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with an introduction, which includes a brief description of the content and intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Words – Includes parts of speech, definitions, synonyms, and etymology; contains practice questions; is a part of the Language Skill.

Language Skill Instruction – Includes instruction in vocabulary and language skills; contains practice questions.

Reading Selections – Includes reading selections and videos; is part of the Reading Skill.

Reading Skill Instruction – Includes instruction in reading skills; contains practice questions.

Writing Skill Instruction and Activity – Includes instruction in writing skills; contains practice questions; contains activities including writing projects, which are assessments graded by the instructor and which require you to apply your knowledge and writing capabilities to demonstrate mastery of the lesson content; includes an informational essay, completed in Units 1, 2, and 3; and an argument essay, completed in Units 4 and 5.

Speaking & Listening Instruction and Activity – Includes instruction in speaking and listening skills; contains activities similar to writing activities.

Checkpoint – Uses 15 questions to assess mastery of lesson objectives; is a graded activity; may be taken up to three times.

Discussion Board – Is an academic discussion board; gives you a chance to share your thoughts and ideas about the topics covered in each lesson.

Exam Prep – Presents a summary of the skills covered in the unit.

Honors English 9 B Course Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess your mastery of unit objectives. It consists of 30 questions. You may take the Unit Exam only once.

Writing Exam – This exam is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the Writing Exam only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that test you on the concepts and information learned in the course. You may take the Final Exam only once.

Honors English 9 B Course Syllabus

Schedule of Work

Unit 1:

- A. Introduction: Lessons 1–5
- B. Language Skills: Lessons 1–5
 - Vocabulary Words: Lessons 1–4
 - Language Skills: Lessons 1, 3
 - Vocabulary Words/Language Skills Workbooks: Lessons 1–4
 - Vocabulary and Language Skills Exam Prep: Lesson 5
- C. Reading Skills: Lessons 1–5
 - Reading Selections: Lessons 1–5
 - Reading Skills: Lessons 1–4
 - Reading Skills Workbooks: Lessons 1–4
 - Reading Skills Exam Prep: Lesson 5
- D. Research Skills for Writing and Activities: Lessons 1–2
 - Research Skills for Writing Workbooks: Lessons 1-2
- E. Writing Skills and Activities (Informational Writing Project): Lessons 3–5
 - Writing Skills Workbooks: Lessons 3-4
- F. Discussion Board: Lessons 1–5
- G. Checkpoint: Lessons 1–4
- H. Unit 1 Exam: Lesson 5

Unit 1 Reading Selections

- “Stopping by Woods on a Snowy Evening”
- “The Sower”
- “Icarus and Daedalus”
- “The Real ‘Hacksaw Ridge’ Soldier Saved 75 Souls Without Ever Carrying a Gun”
- “Samuel Clemens’ Literary Beginning” from *Mark Twain: A Biography*
- *Anthem* – Chapter 1
- “The Wild Dog of Caucomgomoc”
- “The Lure of Shakespeare”
- “China’s *Black Mirror* Moment”
- “Eyelashes: The ‘Sweet’ Length”
- “Father”

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Unit 1 Reading Selections

- “The Danger of Lying in Bed”
- “A Voice”
- “The Distracted Teenage Brain”

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Unit 2:

- A. Introduction: Lessons 6–10
- B. Language Skills: Lessons 6–10
 - Vocabulary Words: Lessons 6–9
 - Language Skills: Lessons 6, 8
 - Vocabulary Words/Language Skills Workbooks: Lessons 6–9
 - Vocabulary and Language Skills Exam Prep: Lesson 10
- C. Reading Skills: Lessons 6–10
 - Reading Selections: Lessons 6–10
 - Reading Skills: Lessons 6–9
 - Reading Skills Workbooks: Lessons 6–9
 - Reading Skills Exam Prep: Lesson 10
- D. Writing Skills and Activities (Informational Writing Project): Lessons 6–10
 - Writing Skills Workbooks: Lessons 6–9
- E. Discussion Board: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Unit 2 Exam: Lesson 10

Unit 2 Reading Selections

- *Anthem* – Chapters 2-7
- “The Monkey’s Paw”
- “Prometheus”
- “Sonnet 29”
- “Song of Myself” Song 34 & 38
- “Sonnet 2”
- “Sonnet 13”
- “The Necklace”

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Unit 3:

- A. Introduction: Lessons 11–15

- B. Language Skills: Lessons 11–15
 - Vocabulary Words: Lessons 11–14
 - Language Skills: Lessons 11, 13
 - Vocabulary Words/Language Skills Workbooks: Lessons 11–14
 - Vocabulary and Language Skills Exam Prep: Lesson 15

- C. Reading Skills: Lessons 11–15
 - Reading Selections: Lessons 11–15
 - Reading Skills: Lessons 11–14
 - Reading Skills Workbooks: Lessons 11–14
 - Reading Skills Exam Prep: Lesson 15

- D. Writing Skills and Activities (Informational Writing Project): Lessons 11–13
 - Writing Skills Workbooks: Lessons 11–13

- E. Speaking & Listening Skills and Activities: Lessons 14-15

- F. Discussion Board: Lessons 11–15

- G. Checkpoint: Lessons 11–14

- H. Unit 3 Exam: Lesson 15

Unit 3 Reading Selections

- *Anthem* – Chapters 8-12
- “Drones Put Spying Eyes in the Sky”
- “What is Earth?”
- “What Are Climate and Climate Change?”
- “Moral Dilemma Could Limit Appeal of Driverless Cars”
- “Eyelashes: The ‘Sweet’ Length”
- “All About Sleep”
- “Rivers and Stories”
- “Want to Get into College? Learn to Fail”
- “The Danger of Lying in Bed”
- “The Limits of Empathy”
- “Awaiting the Crozier Party”

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Course Syllabus

Unit 4:

- A. Introduction: Lessons 16–20

- B. Language Skills: Lessons 16–20
 - Vocabulary Words: Lessons 16–19
 - Language Skills: Lessons 16, 18
 - Vocabulary Words/Language Skills Workbooks: Lessons 16–19
 - Vocabulary and Language Skills Exam Prep: Lesson 20

- C. Reading Skills: Lessons 16–20
 - Reading Selections: Lessons 16–20
 - Reading Skills: Lessons 16–19
 - Reading Skills Workbooks: Lessons 16–19
 - Reading Skills Exam Prep: Lesson 20

- D. Writing Skills and Activities (Argument Writing Project): Lessons 16–20
 - Writing Skills Workbooks: Lessons 16–19

- E. Discussion Board: Lessons 16–20

- F. Checkpoint: Lessons 16–19

- G. Unit 4 Exam: Lesson 20

Unit 4 Reading Selections

- “Housing Secretary Ben Carson Clarifies Comment That Poverty Is a ‘State of Mind’”
- “Drones Put Spying Eyes in the Sky”
- “Moral Dilemma Could Limit Appeal of Driverless Cars”
- “Want to Get into College? Learn to Fail”
- “Putting Good Deeds in Headlines May Not Be So Good”
- “The Limits of Empathy”
- “En Route to Mars, Astronauts May Face Big Health Risks”
- “John McCain Address to the US Senate”
- “A New Way for Therapists to Get Inside Heads: Virtual Reality”
- “Space Radiation Won’t Stop NASA’s Human Exploration”
- “Malala Yousafzai Speech at the United Nations”
- “The Posters That Sold World War I to the American Public”
- “How Woodrow Wilson’s Propaganda Machine Changed American Journalism”
- “Ssshh ... Quiet, Please!”
- “Emergence of Modern Thought”

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Course Syllabus

Unit 5:

- A. Introduction: Lessons 21–25
- B. Language Skills: Lessons 21–25
 - Vocabulary Words: Lessons 21–24
 - Language Skills: Lessons 21, 23
 - Vocabulary Words/Language Skills Workbooks: Lessons 21–24
 - Vocabulary and Language Skills Exam Prep: Lesson 25
- C. Reading Skills: Lessons 21–25
 - Reading Selections: Lessons 21–25
 - Reading Skills: Lessons 21–24
 - Reading Skills Workbooks: Lessons 21–24
 - Reading Skills Exam Prep: Lesson 25
- D. Writing Skills and Activities (Argument Writing Project): Lessons 21–25
 - Writing Skills Workbooks: Lessons 21–24
- E. Discussion Board: Lessons 21–25
- F. Checkpoint: Lessons 21–24
- G. Unit 5 Exam: Lesson 25

Unit 5 Reading Selections

- “Rivers and Stories”
- “Stress for Success”
- “A Letter from Jackie Robinson”
- “NASA Twins Study Confirms Preliminary Findings”
- “President Kennedy’s Special Message to the Congress on Urgent National Needs” excerpt
- “Letter from a Birmingham Jail”
- “Statement on the Assassination of Martin Luther King Jr.”
- “A Letter from Eleanor Roosevelt”
- “The Gettysburg Address”
- “A Letter from Abigail Adams”
- “Lyndon Johnson’s Remarks at Gettysburg on Civil Rights”
- “Barack Obama’s First Inaugural Address”
- “Barack Obama’s Keynote Address: 2004 Democratic National Convention”
- “A Helpless Situation”

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Course Syllabus

Unit 6:

- A. Introduction: Lessons 26–30
- B. Language Skills Exam Prep: Lessons 26–27
 - Reading Skills Exam Prep: Lessons 26–29
 - Reading Selections: Lessons 26–29
 - Reading Skills Exam Prep: Lessons 26–29
- C. Writing Skills Exam Prep: Lessons 27–28
- D. Writing Exam: Lesson 29
- E. Discussion Board: Lessons 26–30
- F. Final Exam: Lesson 30

Unit 6 Reading Selections

- “The Absolutely True Diary of a Part-Time Indian” Chapters 1-2
- “Cool Jobs: Decoding How Your Brain ‘Reads’”
- “Sleep Problems and Solutions”
- “Exploring the Mysteries of Cuba’s Coral Reefs”
- “Malala Yousafzai’s Address to the United Nations”
- “Letter from a Birmingham Jail”
- “Address of Carl Sandburg before Congress”
- “FDR’s 1944 State of the Union Address”

Honors English 10 A Syllabus

Course Description

This course explores rhetoric and composition at the intermediate high school level. The course is for 10th grade students who are at or near grade level in language arts skills. Emphasis is placed on grammar and usage, spelling, writing skills, punctuation, and literary nonfiction. Writing activities give students practice in organizing and developing descriptive, persuasive, narrative, expository compositions, and research.

Course Objectives

- Acquire reading strategies necessary to evaluate and analyze literary nonfiction.
- Prepare for standardized testing by honing comprehension, composition, and grammatical skills.
- Develop writing techniques applicable for self-expression, questioning strategies and constructed responses, supporting an argument, and explaining and presenting information acquired during research.
- Engage in discussing and presenting personal beliefs and opinions as well as answers to critical thinking through rhetoric and composition.

Required Materials

- Word Processing Software
- Internet Browser
- Presentation Software

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student, but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Honors English 10 A Syllabus

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes.

Following the introduction, a set of activities will take place:

Daily Oral Language – This activity will allow students to review and acquire new skills in key grammar concepts of spelling, punctuation, and usage.

Sustained Silent Reading – During the sustained silent reading, students will be expected to read independently for 15 minutes.

Key Terms – This activity introduces academic vocabulary to prepare students for learning new concepts in their courses, and will be followed by a vocabulary exam at the end of the course.

Lesson Content – This may include interactive activities, readings, videos, practice activities, etc. Most of these will have graded workbook questions.

Project – This is an assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of the unit and lesson content.

Discussion Board – This activity is graded by the instructor and allows the student to interact and communicate with classmates and the instructor about lesson content.

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives. The checkpoint may be taken up to three times.

Unit Exam – At the end of the unit is an exam that will assess mastery of the unit objectives. It may be taken only once.

End of Lesson – This is an activity designed to review the information and content learned.

Honors English 10 A Syllabus**Schedule of Work**Unit 1: Come What May

- Daily Oral Language
- SSR – Lessons 1-5 *King Arthur's Knights* by Henry Gilbert
- Read/View – literary nonfiction content and selected autobiographies and memoirs
- Course Pretest/Writing Portfolio
- Workbook Assessments
- Discussions
- Project 1 – “Write an Autobiographical Excerpt”
- Checkpoints 1-5
- Review
- Unit 1 Exam

Unit 2: The Art of Argument

- Daily Oral Language
- SSR – Lessons 6-10 *King Arthur's Knights* by Henry Gilbert
- Read/View – selections from persuasive essays, articles, and speeches
- Workbook Assessments
- Discussions
- Project 2 – “Write a Persuasive Essay”
- Checkpoints 6-10
- Review
- Unit 2 Exam

Unit 3: Journalism

- Daily Oral Language
- SSR – Lessons 11-15 *King Arthur's Knights* by Henry Gilbert
- Read/View – selected news articles, magazine articles, photojournalism, and television newscasts
- Workbook Assessments
- Discussions
- Project 3 – “Conduct an Analysis of Literary Nonfiction”
- Checkpoints 11-15
- Review
- Unit 3 Exam

Honors English 10 A SyllabusUnit 4: Interesting Information

- Daily Oral Language
- SSR – Lessons 16-20 *King Arthur's Knights* by Henry Gilbert
- Read/View – content and selected works of expository nonfiction literature
- Workbook Assessments
- Discussions
- Project 4 – “Outline for a Research Paper”
- Checkpoints 16-20
- Review
- Unit 4 Exam

Unit 5: Interviews

- Daily Oral Language
- SSR – Lessons 21-25 *King Arthur's Knights* by Henry Gilbert
- Read/View – selections from interviews with celebrated authors and visual media segments
- Workbook Assessments
- Discussions
- Project 5 – “Submit a Research Paper”
- Checkpoints 21-25
- Review
- Unit 5 Exam

Unit 6: Applied Research

- Daily Oral Language
- SSR – Lessons 23-30 *King Arthur's Knights* by Henry Gilbert
- Read/View – content and selected excerpts from medieval legend and its historical context
- Workbook Assessments
- Discussions
- Project 6 – “Expository Essay on a Personal Legend”
- Checkpoints 26-28
- Review
- Vocabulary Final Exam
- Course Final Exam

Honors English 10 B Syllabus

Honors English 10 B Syllabus

Course Description

The course is for 10th-grade students who are at or near grade level in reading and literature skills. Emphasis is placed on the social and cultural context of world cultures and their expression of ideas through literature. World Literature broadens students' reading experience with exposure to literature from around the world. Students evaluate diverse reading selections such as epic poetry, folktales, ancient verses, Greek tragedy, drama, short stories, and novel excerpts using a wide variety of literary elements. Students have the opportunity to connect and relate to the various authors and gain a deeper understanding and appreciation of other cultures through the contexts of the texts. In addition, the course guides students through an active reading process, utilizing graphic organizers. Graphic organizers help students apply reading comprehension skills to multiple texts.

Students are expected to analyze assigned reading selections in a variety of activities. Additionally, students practice vocabulary and language skills, such as determining the meanings of unfamiliar words using context and interpreting figurative language. Writing activities challenge students' reading comprehension and composition skills with several projects involving research and writing, as well as producing character analysis and personal narrative essays.

Suggested Prerequisites: ENG9A/B

Course Objectives

- Use textual evidence to support analysis of explicit and implicit information in a text.
- Identify and analyze the development of central ideas and themes.
- Analyze plot and character development.
- Analyze word choice and tone.
- Identify and analyze text structure and pacing.
- Identify and analyze cultural elements, point of view, and perspective in a text.
- Analyze representation of key scenes in text and media versions of a text.
- Analyze how authors draw from and transform source material.
- Use context and knowledge of affixes to determine the meaning of unknown words, word nuance, and figurative meaning.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.

Required Materials

- Word processing software
- Internet browser
- Presentation software

Honors English 10 B Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available for the student, but not graded. Students should receive recommendations to contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities:

Pre-Assessment – Provides a preview of the concepts covered in this lesson and assesses prior knowledge about the material. The pre-assessment score is not recorded in the Gradebook and does not affect overall grade.

Key Terms – Introduces the vocabulary that will appear in context during the lesson’s readings, and will be followed by a vocabulary exam at the end of the course.

Language Skill Instruction – Includes instruction in vocabulary and language skills, followed by graded workbook questions.

Focus Skill Instruction – Includes instruction in reading comprehension skills and application, followed by graded workbook questions.

Reading Selection, Graphic Organizer, Extended Response Discussion Question(s) – Includes an annotated reading selection, a graphic organizer with an exemplary response for modeling, and an extended response discussion question at the analyze/evaluate/synthesize level.

Short Writing Activity – Provides instruction in a writing skill followed by a writing prompt requiring a two- to three-paragraph response. Activities are connected to concepts in the reading selection featured in the lesson.

Writing Project – An assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing projects for LA202 10B are in Unit 2 (character analysis) and Unit 4 (personal narrative).

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives. Students may take the Checkpoint up to three times.

Self-Reflection– This is an activity designed for students to reflect on key ideas and their own learning.

Honors English 10 B Syllabus

Course Organization

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. Students may take the Unit Exam only once.

Final Exam – This exam is in the last lesson and consists of 50 questions that reflect key concepts and information from course. Students may take the Final Exam only once.

Honors English 10 B Syllabus**Schedule of Work****Unit 1: Africa**

- A. Pre-Assessment 1–4
- B. Key Terms 1–4
 - Workbook Assessment
- C. Language Skill Instruction 1–4
 - Workbook Assessment
- D. Focus Skill 1–4
 - Workbook Assessment
- E. Read/Graphic Organizers – selected readings from the African continent
- F. Extended Response Discussion 1–5
- G. Checkpoints 1–4
- H. Writing Activity 1–4
- I. Self-Reflection 1–5
- J. Unit 1 Exam

Unit 1 Reading Selections

- *Hymn to the Nile*
- *Osiris and Isis*
- “The King’s Magic Drum”
- “The Tortoise with the Pretty Daughter”
- Excerpt from *Outa Karel’s Stories*: “The Place and the People”
- Excerpt from *Outa Karel’s Stories*: “How Jakhals Fed Oom Leeuw”
- Excerpt from *Outa Karel’s Stories*: “The Little Red Tortoise”
- Excerpt from *Story of an African Farm*
- “A Chip of Glass Ruby”

Honors English 10 B Syllabus**Unit 2: Ancient Greece**

- A. Pre-Assessment 6–9
- B. Key Terms 6–9
 - Workbook Assessment
- C. Language Skill Instruction 6–9
 - Workbook Assessment
- D. Focus Skill 6–9
 - Workbook Assessment
- E. Reading Selections/Graphic Organizers – selected reading from Ancient Greece
- F. Extended Response Discussion 6–10
- G. Checkpoints 6–9
- H. Writing Project 6–10
- I. Self-Reflection 6–10
- J. Unit 2 Exam

Unit 2 Reading Selection

Antigone

Honors English 10 B Syllabus**Unit 3: Central Asia**

- A. Pre-Assessment 11–14
- B. Key Terms 11–14
 - Workbook Assessment
- C. Language Skill Instruction 11–14
 - Workbook Assessment
- D. Focus Skill 11–14
 - Workbook Assessment
- E. Reading Selections/Graphic Organizers – selected readings from Central Asia
- F. Extended Response Discussion 11–15
- G. Checkpoints 11–14
- H. Writing Activity 11–14
- I. Self-Reflection 11–15
- J. Unit 3 Exam

Unit 3 Reading Selections

- Excerpts from the Bible: Genesis 6–9
- “The Prodigal Son”
- “The Book of Ruth”
- Excerpt from *The Epic of Gilgamesh*
- Excerpt from the *Panchatantra*
- “The Cabuliwallah”
- “Baby’s Way”
- “A Wife for My Son”
- “Like the Sun”

Honors English 10 B Syllabus**Unit 4: East Asia**

- A. Pre-Assessment 16–19
- B. Key Terms 16–19
 - Workbook Assessments
- C. Language Skill Instruction 16–19
 - Workbook Assessments
- D. Focus Skill 16–19
 - Workbook Assessments
- E. Reading Selections/Graphic Organizers – selected readings from East Asia
- F. Extended Response Discussion 16–19
- G. Checkpoints 16–19
- H. Writing Project 16–20
- I. Self-Reflection 16–20
- J. Unit 4 Exam

Unit 4 Reading Selections

- Excerpt from *The Dhammapada*
- *Nakamitsu*
- Excerpt from *Botchan*
- “Mr. and Mrs. Dove”
- “The Lady’s Maid”
- “Cranes”

Honors English 10 B Syllabus**Unit 5: Europe**

- A. Pre-Assessment 21–24
- B. Key Terms 21–24
 - Workbook Assessments
- C. Language Skill Instruction 21–24
 - Workbook Assessment
- D. Focus Skill 21–24
 - Workbook Assessment
- E. Reading Selections/Graphic Organizers – selected readings from Europe
- F. Extended Response Discussion 21–25
- G. Checkpoints 21–24
- H. Self-Reflection 21–25
- I. Unit 5 Exam

Unit 5 Reading Selections

- “The Lay of Equitan”
- “The Lay of the Were-Wolf”
- Excerpt from *Inferno*
- Excerpt from *Don Quixote*
- “An Upheaval”
- “The Bet”
- “The Interlopers”
- “The Open Window”

Honors English 10 B Syllabus**Unit 6: The Americas**

- A. Pre-Assessment 26–28
- B. Key Terms 26–28
 - Workbook Assessment
- C. Language Skill Instruction 26–28
 - Workbook Assessment
- D. Focus Skill 26–28
 - Workbook Assessment
- E. Reading Selections/Graphic Organizers – selected readings from the Americas
- F. Extended Response Discussion 26–28
- G. Checkpoints 26–28
- H. Self-Reflection 26–30
- I. Vocabulary Final Exam
- J. Final Exam

Unit 6: The Americas

- “The Attendant’s Confession”
- “Lost on Dress Parade”
- Excerpt from *The Odyssey*
- “Siren Song”
- “The Sirens”

**APPENDIX A
CURRICULUM**

B.5 Syllabi

It includes the syllabi for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-5
- f. Health and Physical Education
- g. World Languages

Mathematics

K-12

Math K - Semester A Syllabus

Course Description:

During the first semester students will learn foundational math facts. They will learn to count to 12, how to compare sizes, ordinal numbers putting items in order, what a number line is and its uses, basic measurements such as inches and feet, and how to tell time on digital and analog clocks.

Students will have many opportunities to practice these new concepts by interacting with online confirmation exercises and filling out worksheets off line.

A special emphasis this semester is for students to have fun with numbers, finding success with concepts such as bigger and smaller and being comfortable in an online environment.

Major Concepts:

- Position words
- Comparing sizes
- Shapes
- Counting to ten
- Patterns
- Basic measures
- Number line
- Telling time
- Ordinals – first through seventh

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
1	Days of the Week	<ol style="list-style-type: none"> 1. Recognize time words: morning, afternoon, evening and night. 2. Name the days of the week in order.
	Position	<ol style="list-style-type: none"> 1. Recognize and use position words: above, below, beside, in front of, behind, next to, left and right.
2	Compare Sizes	<ol style="list-style-type: none"> 1. Compare two items to determine longer or shorter. 2. Compare two items to determine taller or shorter. 3. Compare two items to determine if they are light or heavy. 4. Identify which of 3 items is different from others in set.
	Sets	<ol style="list-style-type: none"> 1. Identify which of 3 items is different from others in set.
	Count and Write to 3	<ol style="list-style-type: none"> 1. Write and say the numbers 1-3 in order.
3	Shapes & Their Position	<ol style="list-style-type: none"> 1. Describe objects in the environment using names of shapes and their relative positions, using the terms above, below, beside, in front of, behind, and next to.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
3	The Shape of It	1. Create basic shapes with string (circle, square, triangle, rectangle).
	Patterns	1. Copy a pattern.
4	Find the Fake	1. Identify which of 3 items is unique.
	Use Your Fingers to Count to 5	1. Count and show numbers 0 - 5 with fingers.
	Circle and Count to 5	1. Circle 1 to 5 items in a set. (Understand that the last number name said tells the number of objects counted.)
5	Sorting and Grouping	1. Compare two objects with a measurable attribute in common. 2. Classify by color and size.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
5	Basic Measures	<ol style="list-style-type: none"> Describe measurable attributes of objects, such as length, width and height. Measure length in inches.
	Biggest Set	<ol style="list-style-type: none"> Identify a set with the most items by using matching and counting strategies.
6	Sort and Classify	<ol style="list-style-type: none"> Classify, sort and count objects up to 5. Circle an object that does not belong in a set.
	Which is Different?	<ol style="list-style-type: none"> Circle any item that is different. Compare objects with a measurable attribute in common.
7	Count from 0 to 3	<ol style="list-style-type: none"> Write the numbers 0 to 3. Recognize the numerals 0 to 3.
	Smallest or Biggest	<ol style="list-style-type: none"> Number shapes from smallest to largest.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
7	Position Words: Before and After	<ol style="list-style-type: none"> 1. Match numbers 0 - 5 with pictures of 0-5 objects. 2. Say the number names in order, pair each object with one number name. 3. Use the position words before and after, in front and behind in stories.
8	The Number Six	<ol style="list-style-type: none"> 1. Write the number 6. 2. Count to 6. 3. Finger paint numbers 1 to 6.
	Matching Sets	<ol style="list-style-type: none"> 1. Match a set of objects to a set with an equal number of objects. 2. Draw the same number of objects as members in a given set.
9	Picture Graphs	<ol style="list-style-type: none"> 1. Create picture graphs.
	Hopscotch to 6!	<ol style="list-style-type: none"> 1. Find a path counting up from 0 to 6.
	Count to 7!	<ol style="list-style-type: none"> 1. Write the number 7. 2. Count to 7. 3. Classify, sort, and count pictures.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
10	Capacity	<ol style="list-style-type: none"> 1. Fill larger containers using smaller containers of varying sizes. 2. Match numerals 0 - 7 with pictures of 0 - 7 objects.
	Ordinal Numbers 1-5	<ol style="list-style-type: none"> 1. Create and interact with a number line.
11	Count to 8!	<ol style="list-style-type: none"> 1. Write the number 8. 2. Count to 8.
	Less and More	<ol style="list-style-type: none"> 1. Compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute.
	Count to 9!	<ol style="list-style-type: none"> 1. Write the number 9. 2. Count to 9.
12	More or Fewer	<ol style="list-style-type: none"> 1. Select an item that best fits with a given set. 2. Select a set with the most or fewest items. 3. Count the items in each category and sort the categories by count.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
13	The Number 10	<ol style="list-style-type: none"> 1. Write the number 10. 2. Count to 10. 3. Find the number that makes 10 when added to the given number.
	The Number Line	<ol style="list-style-type: none"> 1. Create and interact with a number line.
14	Before, After, Between	<ol style="list-style-type: none"> 1. Use a number line for before, after and between. 2. Circle a group of items that is larger than another group.
	Dare to Compare	<ol style="list-style-type: none"> 1. Identify whether the number of objects in one group is greater than; less than or equal to the number in another group.
15	The Number 11	<ol style="list-style-type: none"> 1. Write the number 11. 2. Count to 11.
	The Penny	<ol style="list-style-type: none"> 1. Recognize pennies and using the cents symbol. 2. Count pennies.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
15	Sorting in Sets	1. Circle an item that shares the characteristics of a given set.
16	The Nickel	1. Recognize and add nickels.
	Adding By One	1. Calculate the total when 1 is added to a given set.
	The Ten Frame	1. Use a ten frame.
	Picture Patterns	1. Copy a pattern of pictures.
17	Measuring Time	1. Keep track of time on a clock and a calendar.

Math K - Semester A Syllabus

Module	Lesson Title	Objectives
17	First, Next, and Last	1. Put things in order and use position words (first, next, last).
	Fewer or More	1. Identify a set with equal, some, many, few, more, and less. 2. Classify pairs as same or different.
	The Hour	1. Tell time on the hour using an analog clock.
	Fluency with Numbers	1. Use ten frames to gain fluency in numbers 0 to 10.
18	The Number 12	1. Write the number 12. 2. Count to 12.
	Add to 6	1. Combine two groups to total 6.

Math K - Semester B Syllabus

Course Description:

Students learn to count to twenty. They work with comparing objects using the terms tall, longer, and shorter as well as comparing two objects using the terms lighter and heavier. They will continue their exploration of basic geometric shapes such as cones and spheres. They will work with the concept of first, middle, and last.

Arranging and sorting receive special emphasis this semester. Students will also work on writing numbers with 3, 4, and 5 given special attention. Students will learn the concepts of left and right. Coins are also a focus as students will count pennies, nickels and dimes. Finally, the number 7 is studied using the colors of the rainbow.

Projects include making paper fingers and thumbs and creating designs with them. They will also make the numbers 1-10 out of dough.

Major Concepts:

- Counting to twenty
- Comparing weight and length
- Sorting by shape and color
- Cones, cubes, and spheres
- First middle and last
- Left and right
- Counting pennies and nickel

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
19	Thirteen	<ol style="list-style-type: none"> 1. Write the digits for 13. 2. Write the number word: thirteen. 3. Count to 13.
	The Order of It	<ol style="list-style-type: none"> 1. Put things in order using time words (today, yesterday, and tomorrow), days of the week, and months.
	Go Forward	<ol style="list-style-type: none"> 1. Count forward beginning from a given number.
	The Lesser Numbers	<ol style="list-style-type: none"> 1. Determine the lesser value in a pair of numerals.
	Shapes	<ol style="list-style-type: none"> 1. Identify shape attributes, such as side, corner, edge and curve.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
20	Sequence to 12	1. Complete a sequence to 12 when one or two are missing.
	Naming Shapes	1. Name shapes correctly no matter the size or orientation.
	How Many are Left?	1. Determine the number of objects remaining when removing up to two.
	Weight	1. Measure weight with non-standard units.
	Fourteen	1. Use the number 14.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
21	Sets with Less	1. Select a set with one less than a given set.
	Set Subtraction	1. Create story problems that subtract from 5.
	Number Words	1. Recognize and use number words: zero to ten.
	Story Problems that Add to Seven	1. Create story problems that add to 7.
	Commutative Property	1. Use the commutative property of addition.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
22	Fifteen	1. Use the number 15.
	Sequence to 12	1. Complete a sequence to 12 when one or two are missing from the beginning.
	Arrays to 16	1. Use arrays to 16 to count "how many" items.
	Story Problems to 8	1. Create story problems that add to 8.
	Sorting	1. Classify, count and sort objects by category.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
23	Sixteen	1. Use the number 16.
	Pay For It	1. Use pennies and nickels to pay for items. 2. Calculate the value of a group of pennies, nickels, and a combination of both.
	Story Problems from 6	1. Create story problems that subtract from 6.
	0 to 20	1. Write numbers from 0 to 20 and represent them with objects.
	Sum to 5	1. Add vertically to 5, while distinguishing the words horizontal and vertical.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
24	Seventeen to Eighteen	1. Use the numbers 17 and 18.
	Circle Graphs	1. Divide items into multiple groups and place them into a circle graph.
	Picture Graphs	1. Create picture graphs and circle graphs by classifying objects.
	Sequence to 18	1. Complete a sequence to 18 when one or two numbers from the beginning of the sequence are missing.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
25	Story Problems to 9	1. Create story problems that add to 9.
	Ten Frames	1. Solve addition story problems using ten frames.
	Length	1. Measure length with non-standard units.
	Number Words	1. Recognize number words eleven, twelve, and thirteen.
	Coloring Patterns in Shapes	1. Color shapes so no adjacent sides share a color.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
26	Sum to 10	1. Find the number that makes 10 when added to a given number.
	Greatest Number	1. Select the number with the greatest value in a given set.
	Equals	1. Recognize numerical equivalents.
	Distance	1. Measure distance with non-standard units.
	Nineteen and Twenty	1. Use the numbers 19 and 20.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
27	Compare Numbers	<ol style="list-style-type: none"> 1. Compare two numbers between 1 and 10 presented as written numerals. 2. Use these math signs: $<$, $>$, $=$.
	Peak 10	<ol style="list-style-type: none"> 1. Find pairs of numbers on a number line to 10.
	Story Problems from 7	<ol style="list-style-type: none"> 1. Create story problems that subtract from 7.
	Matching Sets to Numbers	<ol style="list-style-type: none"> 1. Match a number 0-9 with a set of items.
	Higher Value	<ol style="list-style-type: none"> 1. Determine the higher value in a pair of numerals from 0 to 9.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
28	Sum to 8	1. Add vertically to 8.
	Word Numbers	1. Recognize the word numbers: fourteen to twenty, thirty, forty, and fifty.
	20 to 30	1. Use the numbers 20 to 30, using rows and columns.
	Comparing Lengths	1. Compare and order objects by length.
	Sorting by Weight	1. Sort objects by non-standard units of weight.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
29	Sequence to 20	1. Complete a sequence to 20 when two numbers are missing.
	Addition Facts to 8	1. Practice addition facts to 8.
	Positions	1. Use position words inside and outside with geometric shapes.
	Temperature	1. Sort objects by temperature and measure temperature on a Celsius and Fahr- einheit scale.
	31 to 50	1. Use numbers 31 - 50 and place in columns and rows.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
30	Sum to 9	1. Add vertically to 9.
	Write Numbers 0-20	1. Represent objects with a numeral from 0 to 20 and write those numbers.
	Subtract From 6	1. Subtract vertically from 6 and practice subtraction facts.
	Patterns of Shapes	1. Complete patterns of shapes.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
31	Numbers 51-100	1. Use numbers 51 - 100.
	Count by 10's	1. Count by 10's to 100.
	Sum to 10	1. Add vertically to 10.
	Arrays	1. Write numbers 0 - 20 and identify objects in arrays representing those numbers.
	Subtract From 9	1. Subtract vertically from 9.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
32	Describe Objects	1. Describe objects in the environment by using the names of shapes.
	Using a Tally Chart	1. Chart the results of rolling a cube 20 times.
	Compare Temperatures	1. Compare different temperatures.
	Addition and Subtraction Word Problems	1. Solve addition and subtraction word problems.
	Move the Shape	1. Move a figure by flipping, sliding or turning it.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
33	Sum to 12	1. Add vertically to 12.
	Add Horizontally	1. Add horizontally to 12.
	Write Number Words	1. Recognize and write the number words fifty, sixty, seventy, eighty, ninety and one hundred.
	Subtract to 10	1. Subtract vertically to 10.
	Adding Dimes	1. Add dimes, nickels, and pennies. 2. Use the decimal, cent sign, and dollar sign.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
34	Sum to 15	1. Add to 15.
	Add or Subtract?	1. Select addition or subtraction to solve a problem. 2. Select the plus or minus sign to finish an equation.
	Odd and Even	1. Identify odd and even numbers to 15.
	Fact Families— Addition	1. Work with addition fact families.
	Fact Families— Subtraction	1. Work with subtraction fact families.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
35	Making Shapes	1. Make large shapes out of small ones.
	Sets to 20	1. Match sets from 0 - 20.
	Numbers 11-20	1. Identify numbers from 11 - 20.
	Build Numbers	1. Build numbers from 11 - 20.
	Ordering Numbers	1. Put numbers in order from 0-20.

Math K - Semester B Syllabus

Module	Lesson Title	Objectives
36	Review Ordering	1. Review ordering.
	Review Shapes	1. Review shapes.
	Review Addition Facts	1. Review addition facts.
	Review of Subtraction Facts	1. Review subtraction facts.

Math 1 A Syllabus

Course Description:

This Math 1 course will help students gain fluency in counting, recognize numbers and patterns, compare and contrast objects and shapes, and use money. All Common Core Math 1 standards are met in this course.

Module	Activity Type	Title	Objectives	Assessments
1	Lesson	From Zero to Nine	<ul style="list-style-type: none"> Use the numerals 0 to 9. 	
	IXL Online Practice	Counting Practice	<ul style="list-style-type: none"> Use the numerals 0 to 9. 	<ul style="list-style-type: none"> Fishing for Answers Worksheet
	Lesson	Grouping and Counting	<ul style="list-style-type: none"> Group and count similar items. Skip count by 2. 	<ul style="list-style-type: none"> Counting by 2's Worksheet
	Lesson	Name that Numeral	<ul style="list-style-type: none"> Write the correct numeral for a given set. Create numerals out of common materials. Write the numerals 1 to 9. 	<ul style="list-style-type: none"> Write the Numerals 0 to 9
	Lesson	Number the Bones	<ul style="list-style-type: none"> Fill in missing numbers when counting by 1. 	
	IXL Online Practice	Fill in the Missing Number	<ul style="list-style-type: none"> Count on the hundred chart. 	<ul style="list-style-type: none"> Module 1 Quiz Module 1 Synchronous Session Module 1 Online Practice Score
2	Online Game	Match 10	<ul style="list-style-type: none"> Match two numbers that add up to 10. 	
	Lesson	Stack the Blocks & Shapes	<ul style="list-style-type: none"> Learn the concept of 10. Recognize, describe and create patterns of shape. 	<ul style="list-style-type: none"> Create Patterns with Shapes Worksheet
	Lesson	The New Zoo	<ul style="list-style-type: none"> Match a set with an equal number of items. Use colors and shapes to represent pattern of shapes. 	<ul style="list-style-type: none"> Matching Sets Worksheet

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Identify 2-D Shapes	<ul style="list-style-type: none"> Identify two-dimensional shapes. 	
	IXL Online Practice	Counting Forward and Backward	<ul style="list-style-type: none"> Count forward and backward. 	
	Lesson	Higher or Lesser	<ul style="list-style-type: none"> Select the set with the most and fewest items. Determine the higher or lesser value in a pair of numerals from 0 to 9. 	<ul style="list-style-type: none"> Module 2 Quiz Module 2 Synchronous Session Module 2 Online Practice Score
3	Lesson	Eleven and Comparing Length	<ul style="list-style-type: none"> Learn the concept of 11. Compare longer and shorter. 	<ul style="list-style-type: none"> Comparing Length Worksheet
	Online Game	Long or Short	<ul style="list-style-type: none"> Identify the longer or shorter object. 	
	Lesson	Adding Pairs	<ul style="list-style-type: none"> Adding pairs of numbers. 	<ul style="list-style-type: none"> Adding Pairs Worksheet Comparing Weight Worksheet
	Lesson	Twelve and Logic Puzzles	<ul style="list-style-type: none"> Learn the concept of 12. Make a selection based on observation of clues. 	<ul style="list-style-type: none"> Who Lives Here? Logic Puzzle Worksheet
	Lesson	Count It!	<ul style="list-style-type: none"> Counting up and down. Skip count by 2. 	<ul style="list-style-type: none"> Missing Numbers Worksheet
	Lesson	Position Words	<ul style="list-style-type: none"> Identify comparison and position word pairs. 	
	IXL Online Practice	Position Words	<ul style="list-style-type: none"> Identify comparison and position word pairs. 	<ul style="list-style-type: none"> Position Words Worksheet Module 3 Quiz Module 3 Synchronous Session Module 3 Online Practice Score
4	Lesson	Ten: Addition Facts	<ul style="list-style-type: none"> Practice the addition facts of 10. 	
	Online Game	Adding Hats with Roly	<ul style="list-style-type: none"> Practice addition facts up to 10. 	

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
	Lesson	Pattern Finder	<ul style="list-style-type: none"> Observe and recreate patterns using visual memory. 	
	IXL Online Practice	Patterns	<ul style="list-style-type: none"> Recognize and work with patterns. 	
	Lesson	Coins!	<ul style="list-style-type: none"> Recognize pennies, nickels and dimes. Adding pennies, nickels and dimes. Using the cents symbol. 	<ul style="list-style-type: none"> Pennies, Nickels and Dimes Worksheet
	Lesson	Nonstandard Measurements	<ul style="list-style-type: none"> Measure objects using non-standard units. 	<ul style="list-style-type: none"> Measure It! Worksheet Module 4 Quiz Module 4 Synchronous Session Module 4 Online Practice Score
5	Lesson	The Hour	<ul style="list-style-type: none"> Reading the hour on a clock 	<ul style="list-style-type: none"> The Hour Worksheet
	Lesson	Even or Odd	<ul style="list-style-type: none"> Compare figures and group them into sets. 	<ul style="list-style-type: none"> Even or Odd Worksheet
	Lesson	Position Words: Inside or Outside	<ul style="list-style-type: none"> Identify a point's location using the words inside and outside. 	
	IXL Online Practice	Coins	<ul style="list-style-type: none"> Recognize pennies, nickels, dimes, and quarters. 	
	Lesson	Equivalent Sums	<ul style="list-style-type: none"> Create equivalent but easier or known sums up to 10. 	<ul style="list-style-type: none"> Equivalent Sums Worksheet
	Lesson	Take Away the Veggies	<ul style="list-style-type: none"> Subtract 2 numbers with a minuend less than 6. 	<ul style="list-style-type: none"> Take Away Worksheet Module 5 Quiz Module 5 Synchronous Session Module 5 Online Practice Score
	Online Game	Guess My Button	<ul style="list-style-type: none"> Sort and classify buttons into categories. 	
	Lesson	Subtraction Facts	<ul style="list-style-type: none"> Practice subtraction facts. 	

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
6	IXL Online Practice	Length & Height	<ul style="list-style-type: none"> Compare the length or height of two objects to determine which is taller or longer. 	
	Lesson	Regrouping	<ul style="list-style-type: none"> Add 3 numbers with a sum less than 10. Practice regrouping. 	<ul style="list-style-type: none"> Adding Three Numbers Worksheet
	Lesson	One Less	<ul style="list-style-type: none"> Identify a set that has 1 less item than a given set. Identify shared characteristics of members of a set. 	<ul style="list-style-type: none"> One Less Worksheet
	Lesson	Eleven: Addition Facts	<ul style="list-style-type: none"> Correctly do the addition facts of 11. 	<ul style="list-style-type: none"> Module 6 Quiz Module 6 Synchronous Session Module 6 Online Practice Score Benchmark
7	Lesson	Missing Numbers	<ul style="list-style-type: none"> Fill in missing numbers counting up or down. Give and follow directions using location terms. 	<ul style="list-style-type: none"> Compass Rose Worksheet Using Location Terms Worksheet
	IXL Online Practice	Count Tens and Ones Up to 20	<ul style="list-style-type: none"> Count by tens and ones up to twenty. 	
	Lesson	Minuends Less Than 8	<ul style="list-style-type: none"> Subtract 2 numbers with a minuend less than 8. Identify similarities and differences between like objects. 	<ul style="list-style-type: none"> Minuends Less than 8 Worksheet
	Lesson	Horizontal Numbers	<ul style="list-style-type: none"> Add and subtract 2 numbers horizontally. Identify vertical, diagonal and horizontal objects. 	<ul style="list-style-type: none"> Vertical, Horizontal, and Diagonal Worksheet

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Customary Units of Weight	<ul style="list-style-type: none"> Compare weights of two objects using customary units of weight. 	
	IXL Online Practice	Count Tens and Ones up to 99	<ul style="list-style-type: none"> Count by tens and ones up to ninety-nine. 	<ul style="list-style-type: none"> Module 7 Quiz Module 7 Synchronous Session Module 7 Online Practice Score
8	Lesson	Twelve: Addition Facts	<ul style="list-style-type: none"> Practice the addition facts of 12. Use tally marks to count. 	<ul style="list-style-type: none"> Count the Fruit Worksheet
	Lesson	Count to 29	<ul style="list-style-type: none"> Count up to 29. Add 2 numbers starting with the larger number. Measure and compare temperatures. 	<ul style="list-style-type: none"> Count to 29 Worksheet Hot or Cold? Worksheet
	IXL Online Practice	Read a Thermometer	<ul style="list-style-type: none"> Read a thermometer to the nearest degree using a scale of 5 and 10. 	
	Lesson	Weight	<ul style="list-style-type: none"> Compare the weights of objects. Identify similarities and differences between like objects. 	<ul style="list-style-type: none"> Estimating Weights Worksheet
	Lesson	Minuends Less than 10	<ul style="list-style-type: none"> Subtract 2 one-digit numbers with a minuend less than 10. Put events into order. 	<ul style="list-style-type: none"> Subtraction to 10 Worksheet Sequence of Events Worksheet
	IXL Online Practice	Addition Sentences	<ul style="list-style-type: none"> Write addition sentences. 	<ul style="list-style-type: none"> Module 8 Quiz Module 8 Synchronous Session Module 8 Online Practice Score
9	Lesson	Number Words: One to Ten	<ul style="list-style-type: none"> Recognize words zero, one, two, three, four, five, six, seven, eight, nine, and ten. 	<ul style="list-style-type: none"> Number Words: One to Ten Worksheet
	IXL Online Practice	Write Numbers in Words	<ul style="list-style-type: none"> Write numbers in words up to 10. 	

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
	Lesson	Represent Numbers	<ul style="list-style-type: none"> Represent numbers in multiple ways. Represent numbers with movement. 	<ul style="list-style-type: none"> Represent Numbers Worksheets
	Lesson	Double Digit Addition	<ul style="list-style-type: none"> Add one- and two-digit numbers with a sum less than 20. 	<ul style="list-style-type: none"> Double Digit Addition Worksheet
	Lesson	Shape Shades	<ul style="list-style-type: none"> Find multiple geometric shapes in one complex figure. 	
	IXL Online Practice	Geometry of Everyday Objects	<ul style="list-style-type: none"> Identify objects that match specific geometric shapes. 	
	IXL Online Practice	Measure Length with Objects	<ul style="list-style-type: none"> Measure the length of an object using another object. 	<ul style="list-style-type: none"> Module 9 Quiz Module 9 Synchronous Session Module 9 Online Practice Score
10	Lesson	Do You Have Enough?	<ul style="list-style-type: none"> Count money and determine if there is enough to make a purchase. Observe and recreate patterns using visual memory. 	<ul style="list-style-type: none"> Do You Have Enough? Worksheet
	IXL Online Practice	Make a Purchase	<ul style="list-style-type: none"> Determine if there is enough money to make a purchase by counting coins. 	
	IXL Online Practice	Describe Patterns	<ul style="list-style-type: none"> Describe given patterns. 	
	Lesson	The Greatest Value	<ul style="list-style-type: none"> Select the number with the greatest value. 	<ul style="list-style-type: none"> Ladybug Place Value Worksheet
	Lesson	The Least	<ul style="list-style-type: none"> Select the number with the least value. Determine which of four objects weighs the least. 	<ul style="list-style-type: none"> The Least Worksheets

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
	Lesson	Thirteen: Addition Facts	<ul style="list-style-type: none"> Select the number with the least value. Determine which of four objects weighs the least. 	
	Lesson	The Nearest Inch	<ul style="list-style-type: none"> Measure a line segment to the nearest inch. 	<ul style="list-style-type: none"> The Nearest Inch Worksheet
	IXL Online Practice	Measure Using an Inch Ruler	<ul style="list-style-type: none"> Measure an object to the nearest inch using an inch ruler. 	<ul style="list-style-type: none"> Module 10 Quiz Module 10 Synchronous Session Module 10 Online Practice Score
11	Lesson	Combinations	<ul style="list-style-type: none"> Combine shapes to form new geometric shapes. 	<ul style="list-style-type: none"> Combinations Worksheet
	Lesson	Subtraction Number Sentences	<ul style="list-style-type: none"> Write number sentences using subtraction. 	<ul style="list-style-type: none"> Subtraction Number Sentences Worksheet
	IXL Online Practice	Use Number Lines to Subtract	<ul style="list-style-type: none"> Use a number line to complete subtraction problems. 	
	Lesson	Subtraction Facts to 12	<ul style="list-style-type: none"> Subtract facts up through 12. Practice subtraction facts of 12 and 13 using listening skills. 	<ul style="list-style-type: none"> Subtraction Facts Worksheet
	Lesson	Ordinals: First to Tenth	<ul style="list-style-type: none"> Recognize and write ordinals first through tenth. 	<ul style="list-style-type: none"> Ordinals Worksheet
	IXL Online Practice	Ordinal Numbers	<ul style="list-style-type: none"> Recognize and write ordinals first through tenth. 	
	IXL Online Practice	Working With Shapes	<ul style="list-style-type: none"> Relate planar shapes with corresponding solid figures. 	
	IXL Online Practice	Working With Number Sentences	<ul style="list-style-type: none"> Identify the correct sign to make a number sentence true. 	<ul style="list-style-type: none"> Module 11 Quiz Module 11 Synchronous Session Module 11 Online Practice Score

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
12	Lesson	Count to 39	<ul style="list-style-type: none"> Count up to 39. Create triangles and other shapes from rectangular pieces. 	<ul style="list-style-type: none"> Creating Shapes Worksheet
	Lesson	The Half Hour	<ul style="list-style-type: none"> Tell time by the half hour. Solve logic problems. 	<ul style="list-style-type: none"> The Half Hour Worksheet
	Online Activity	Group by 10's - Illuminations	<ul style="list-style-type: none"> Group objects by number and tally results. 	
	Lesson	Group by 10's	<ul style="list-style-type: none"> Group by ten when counting. Weigh various objects. 	<ul style="list-style-type: none"> You Observe Worksheet
	IXL Online Practice	Add Three Numbers	<ul style="list-style-type: none"> Complete addition sentences involving three numbers. 	
	Lesson	Creating Shapes	<ul style="list-style-type: none"> Create geometric shapes by moving lines. Add 3 one-digit numbers with a sum greater than 10. 	<ul style="list-style-type: none"> Adding Three Numbers Worksheet
	IXL Online Practice	Compare Shapes	<ul style="list-style-type: none"> Compare shapes and parts of shapes (edges, vertices, faces). 	<ul style="list-style-type: none"> Module 12 Quiz Module 12 Synchronous Session Module 12 Online Practice Score Benchmark
13	Lesson	Probability	<ul style="list-style-type: none"> Determine probability of rolling dice, using terms more, less and equally likely. Complete a probability chart. 	<ul style="list-style-type: none"> Probability Worksheet
	IXL Online Practice	More or Less	<ul style="list-style-type: none"> Compare outcomes to see which are more, less, or equally likely. 	
	IXL Online Practice	Probabilities	<ul style="list-style-type: none"> Compare outcomes to see which are more or less likely. 	

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Determine the mode and range of a set of numbers. 	
	Lesson	Number Sentences	<ul style="list-style-type: none"> Write number sentences from addition & subtraction word problems. 	<ul style="list-style-type: none"> Number Sentences Worksheet
	IXL Online Practice	Equivalent Coins	<ul style="list-style-type: none"> Count coins and compare sets of coins' values. 	
	Online Activity	Count Groups of 10	<ul style="list-style-type: none"> Count groups of 10. 	
	Lesson	Groups by 10's	<ul style="list-style-type: none"> Group by tens when counting over 19. Balance a scale by moving weights from one side to the other. 	<ul style="list-style-type: none"> Group by 10's Worksheet
	Lesson	Fourteen: Addition Facts & Count to 49	<ul style="list-style-type: none"> Practice the addition facts of 14. Count to 49. 	<ul style="list-style-type: none"> Module 13 Quiz Module 13 Synchronous Session Module 13 Online Practice Score
14	Lesson	Fact Families & Volume	<ul style="list-style-type: none"> Use various tools to measure volume. 	<ul style="list-style-type: none"> Volume Worksheet
	IXL Online Practice	Fact Families	<ul style="list-style-type: none"> Practice identifying fact families. 	
	Lesson	Count to 59	<ul style="list-style-type: none"> Count up to 59. Use family relationships to group people into sets. 	<ul style="list-style-type: none"> Family Traits Worksheet
	Lesson	Tally Charts	<ul style="list-style-type: none"> Gather information from tally charts. 	<ul style="list-style-type: none"> Tally Charts Worksheet
	IXL Online Practice	Interpret Data: Tallies, Picture Graphs, Tables	<ul style="list-style-type: none"> Interpret data using tallies, picture graphs, and tables. 	
	Lesson	Subtraction Facts of 13 & Count to 69	<ul style="list-style-type: none"> Learn the subtraction facts of 13. 	

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Count to 69. 	
	Lesson	Venn Diagrams	<ul style="list-style-type: none"> Sort geometric figures using Venn Diagrams. 	<ul style="list-style-type: none"> Venn Diagrams Worksheet
	IXL Online Practice	Sort Shapes Into Venn Diagrams	<ul style="list-style-type: none"> Sort geometric figures using Venn Diagrams. 	<ul style="list-style-type: none"> Module 14 Quiz Module 14 Synchronous Session Module 14 Online Practice Score
15	IXL Online Practice	Days of the Week	<ul style="list-style-type: none"> Name the day of the week that comes before or follows a given week. 	
	Lesson	Logical Order	<ul style="list-style-type: none"> Recognize the days of the week. Arrange a series of events in a logical order. 	<ul style="list-style-type: none"> Logical Order Worksheet
	Lesson	Dissecting Word Problems	<ul style="list-style-type: none"> Obtain numerical information from word problems. Follow directions from verbal directions. 	<ul style="list-style-type: none"> Dissecting Word Problems Worksheet Color the Kitty Worksheet
	IXL Online Practice	Word Problems	<ul style="list-style-type: none"> Complete word problems. 	
	IXL Online Practice	Use Number Lines to Add	<ul style="list-style-type: none"> Use a number line to complete addition sentences. 	
	Lesson	Number Lines & Repeating Patterns	<ul style="list-style-type: none"> Use a number line to solve addition problems. Create repeating patterns using pictures. 	<ul style="list-style-type: none"> Adding on Number Lines Worksheet Repeating & Growing Patterns Worksheet
	IXL Online Practice	Use Number Lines to Subtract	<ul style="list-style-type: none"> Use a number line to complete subtraction sentences. 	
		Subtracting with a Number Line and Using Maps	<ul style="list-style-type: none"> Use a number line to solve subtraction problems. 	<ul style="list-style-type: none"> Using Maps Worksheet

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Explain how to get from one point to another on a map. 	
	IXL Online Practice	Compare Numbers Up to 10	<ul style="list-style-type: none"> Compare numbers up to 10. 	<ul style="list-style-type: none"> Module 15 Quiz Module 15 Synchronous Session Module 15 Online Practice Score
16	Lesson	Coin Designs	<ul style="list-style-type: none"> Study different coins and coin designs. Create a coin design. 	<ul style="list-style-type: none"> Coin Flip Book Worksheet Coin Designs Worksheet
	IXL Online Practice	Count up to 100	<ul style="list-style-type: none"> Count up to 100. 	
	Lesson	Eleven, Twelve, Thirteen	<ul style="list-style-type: none"> Recognize eleven, twelve, thirteen. 	<ul style="list-style-type: none"> Zero to Thirteen Worksheet
	Lesson	The Nearest Centimeter	<ul style="list-style-type: none"> Measure a line segment to the nearest centimeter. 	<ul style="list-style-type: none"> Measure at Home Worksheet
	IXL Online Practice	Centimeters	<ul style="list-style-type: none"> Measure objects to the nearest centimeter. 	
	Lesson	Addition Facts to 18	<ul style="list-style-type: none"> Learn the addition facts of 15, 16, 17, and 18. 	<ul style="list-style-type: none"> Baseball Addition Worksheet
	IXL Online Practice	Common Coins	<ul style="list-style-type: none"> Identify the most common coins and their values. 	<ul style="list-style-type: none"> Module 16 Quiz Module 16 Synchronous Session Module 16 Online Practice Score
17	Lesson	Word Problems	<ul style="list-style-type: none"> Solve word problems using addition. 	<ul style="list-style-type: none"> Word Problems Worksheet
	IXL Online Practice	Word Problems – Addition Sentences	<ul style="list-style-type: none"> Solve word problems involving addition sentences. 	
	Lesson	Tens & Ones	<ul style="list-style-type: none"> Recognize & write numbers represented by tens and ones. 	<ul style="list-style-type: none"> Tens & Ones Worksheet Mirror It! Worksheet

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Create mirror images of complex shapes. 	
	IXL Online Practice	Tens and Ones	<ul style="list-style-type: none"> Count using tens and ones. 	
	IXL Online Practice	Mirror Images	<ul style="list-style-type: none"> Identify mirror image of an image or identify whether an image is the mirror of another. 	
	Lesson	Reading a Scale	<ul style="list-style-type: none"> Read scales measuring capacity, length, and weight. 	<ul style="list-style-type: none"> Weight It Assignment
	Lesson	Subtraction Facts of 14	<ul style="list-style-type: none"> Learn the subtraction facts of 14. Identify even and odd numbers. 	<ul style="list-style-type: none"> Balloon Pop Worksheet
	IXL Online Practice	Even or Odd	<ul style="list-style-type: none"> Determine if a number is even or odd. 	
	IXL Online Practice	Ways to Make a Number	<ul style="list-style-type: none"> Determine equivalent number sentences. 	<ul style="list-style-type: none"> Module 17 Quiz Module 17 Synchronous Session Module 17 Online Practice Score
18	Lesson	Skip-Counting	<ul style="list-style-type: none"> Recognize a number series counting by 1, 2, 3, 5 or 10. 	<ul style="list-style-type: none"> Skip Counting Worksheet
	Online Activity	Buzz and Delete Save the Day	<ul style="list-style-type: none"> Count objects using tally. 	
	IXL Online Practice	Count Up and Down	<ul style="list-style-type: none"> Count up and down by 1, 2, 3, 5 and 10. 	
	Lesson	Putting Numbers in Order	<ul style="list-style-type: none"> Put 3 numbers in order from least to greatest. 	<ul style="list-style-type: none"> Number Order Worksheet
	IXL Online Practice	Order the Numbers	<ul style="list-style-type: none"> Put numbers in order from least to greatest. 	
	Lesson	Making Number Sentences	<ul style="list-style-type: none"> Write a number sentence from a number line. 	<ul style="list-style-type: none"> Number Sentences Worksheet

Math 1 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Model word problems involving numbers. 	
	Lesson	Subtraction Facts of 15	<ul style="list-style-type: none"> Learn the subtraction facts of 15. Recognize words fourteen, fifteen, twenty, thirty, forty. 	<ul style="list-style-type: none"> Subtraction Facts of 15 Worksheet
	IXL Online Practice	Tell Time	<ul style="list-style-type: none"> Read clocks and match an analog clock to a digital clock. 	<ul style="list-style-type: none"> Module 18 Quiz Module 18 Synchronous Session Module 18 Online Practice Score Benchmark

Math 1 B Syllabus

Course Description:

This Math 1 course will help students gain fluency in counting, recognize numbers and patterns, compare and contrast objects and shapes, and use money. All Common Core Math 1 standards are met in this course.

Lesson	Activity Type	Title	Objectives	Assessments
19	Lesson	Count by Twos	<ul style="list-style-type: none"> Introduce your child to counting by twos. 	
	IXL Online Practice	Skip-Count by Twos	<ul style="list-style-type: none"> Practice counting by twos. 	
	IXL Online Practice	Addition with Pictures	<ul style="list-style-type: none"> Practice adding using pictures. 	<ul style="list-style-type: none"> Lesson 19 Worksheets Lesson 19 Synchronous Session Lesson 19 Online Practice Score
20	Lesson	Counting by Fives	<ul style="list-style-type: none"> Introduce your child to counting by fives. 	
	IXL Online Practice	Skip-Count by Fives	<ul style="list-style-type: none"> Practice counting by fives. 	
	IXL Online Practice	Subtraction with Pictures	<ul style="list-style-type: none"> Practice subtracting using pictures. 	<ul style="list-style-type: none"> Lesson 20 Worksheets Lesson 20 Synchronous Session Lesson 20 Online Practice Score
21	Lesson	Count by Tens	<ul style="list-style-type: none"> Introduce your child to counting by tens. 	
	IXL Online Practice	Skip-Count by Tens	<ul style="list-style-type: none"> Practice counting by tens. 	
	IXL Online Practice	Addition Sentences	<ul style="list-style-type: none"> Practice adding. 	<ul style="list-style-type: none"> Lesson 21 Worksheets Lesson 21 Synchronous Session Lesson 21 Online Practice Score
22	Lesson	Review Numbers 1-20	<ul style="list-style-type: none"> Count piles of beans, pennies, etc. Count by ones, twos, fives, and tens. 	

Math 1 B Syllabus

Lesson	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Review the numbers 1-120. 	
	IXL Online Practice	Counting Practice	<ul style="list-style-type: none"> Review and practice counting to 20. 	
	IXL Online Practice	Count by Tens	<ul style="list-style-type: none"> Practice counting by tens. 	<ul style="list-style-type: none"> Lesson 22 Worksheets Lesson 22 Synchronous Session Lesson 22 Online Practice Score
23	Lesson	Four Operations	<ul style="list-style-type: none"> Work with the four processes of math. Tell stories to show a variety of different kinds of problems. Solve them both with tangibles and in the horizontal format on paper. Your child should be able to figure the answers to the multiplication and division problems using tangibles. Written problems for multiplication and division will wait until Second Grade. Print out worksheet for your child to complete. 	
	IXL Online Practice	Counting Forward and Backward	<ul style="list-style-type: none"> Practice counting forward and backward. 	<ul style="list-style-type: none"> Lesson 23 Worksheets Lesson 23 Synchronous Session Lesson 23 Online Practice Score
24	Lesson	Twos, Fives, and Tens	<ul style="list-style-type: none"> Review counting by twos, fives, and tens. Establish a rhythm for each by marching, clapping, or stomping, and sing your special 	

Math 1 B Syllabus

Lesson	Activity Type	Title	Objectives	Assessments
			counting tunes for practice. Rhythm instruments are fun (bells, tambourines, sticks, a drum).	
	IXL Online Practice	Skip-Count by Twos, Fives, and Tens	<ul style="list-style-type: none"> Practice counting by twos, fives, and tens. 	
	IXL Online Practice	Subtraction Facts	<ul style="list-style-type: none"> Practice identifying and completing subtraction facts. 	<ul style="list-style-type: none"> Lesson 24 Worksheets Lesson 24 Synchronous Session Lesson 24 Online Practice Score
25	Lesson	Vertical Math	<ul style="list-style-type: none"> Read a story to learn the vertical format. 	
	IXL Online Practice	Counting On the Hundreds Chart	<ul style="list-style-type: none"> Count using the hundreds chart. 	<ul style="list-style-type: none"> Lesson 25 Worksheets Lesson 25 Synchronous Session Lesson 25 Online Practice Score
26	Lesson	Vertical Addition	<ul style="list-style-type: none"> Solve addition problems using the vertical addition method. 	
	IXL Online Practice	Adding Without Regrouping	<ul style="list-style-type: none"> Practice adding without regrouping. 	
	IXL Online Practice	Addition Sentences to 10 Using Number Lines	<ul style="list-style-type: none"> Practice adding to 10 using a number line. 	<ul style="list-style-type: none"> Lesson 26 Worksheets Lesson 26 Synchronous Session Lesson 26 Online Practice Score
27	Lesson	Vertical Subtraction	<ul style="list-style-type: none"> Practice subtraction problems using the vertical format. Use tangibles to solve these problems. 	
	IXL Online Practice	Subtract One-Digit Numbers from Two	<ul style="list-style-type: none"> Practice subtracting one-digit numbers from two-digit numbers. 	
	IXL Online Practice	Subtract Tens	<ul style="list-style-type: none"> Practice subtracting tens. 	<ul style="list-style-type: none"> Lesson 27 Worksheets Lesson 27 Synchronous Session

Math 1 B Syllabus

Lesson	Activity Type	Title	Objectives	Assessments
				<ul style="list-style-type: none"> Lesson 27 Online Practice Score
28	Lesson	Weight with a Balance Scale	<ul style="list-style-type: none"> Review counting by twos, fives, and tens. Ask your child to arrange three objects in order of length from shortest to longest. 	
	IXL Online Practice	Light and Heavy	<ul style="list-style-type: none"> Identify which object is heavier or lighter than another. 	
	IXL Online Practice	Compare Size, Weight, and Capacity	<ul style="list-style-type: none"> Identify which object is larger, heavier, or can hold more than another. 	<ul style="list-style-type: none"> Lesson 28 Worksheets Lesson 28 Synchronous Session Lesson 28 Online Practice Score
29	Lesson	Vertical Addition and Subtraction	<ul style="list-style-type: none"> Complete a worksheet with addition and subtraction problems in vertical format. Ask your child to classify concrete objects according to length, shape, size, and color. 	
	IXL Online Practice	Which Sign Makes the Number Sentences	<ul style="list-style-type: none"> Identify the sign in a number sentence that makes the answer true. 	
	IXL Online Practice	Measuring Using Objects	<ul style="list-style-type: none"> Use an object to measure another object. 	<ul style="list-style-type: none"> Lesson 29 Worksheets Lesson 29 Synchronous Session Lesson 29 Online Practice Score
30	Lesson	Counting Pennies, Nickels, and Dimes	<ul style="list-style-type: none"> Review the numbers 1-100. Introduce coins to your child. Play store games with coins all week, making change and helping your child get familiar with pennies, nickels, and dimes. 	

Math 1 B Syllabus

Lesson	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Names and Values of Common Coins	<ul style="list-style-type: none"> Name the common coins. Identify the value of the common coins. 	
	IXL Online Practice	Count Pennies, Nickels, and Dimes	<ul style="list-style-type: none"> Count the total amount that a group of coins is worth. 	<ul style="list-style-type: none"> Lesson 30 Worksheets Lesson 30 Synchronous Session Lesson 30 Online Practice Score
31	Lesson	Odd, Even, and Ordinal	<ul style="list-style-type: none"> Review odd, even, and ordinal numbers. Practice addition and subtraction problems in the vertical format. 	
	IXL Online Practice	Identifying Even and Odd Numbers	<ul style="list-style-type: none"> Identify a number as odd or even. 	
	IXL Online Practice	Ordinal Numbers	<ul style="list-style-type: none"> Give the ordinal name for a number or vice versa. 	
	IXL Online Practice	Addition Facts – Sums up to 18	<ul style="list-style-type: none"> Practice adding up to 18. 	<ul style="list-style-type: none"> Lesson 31 Worksheets Lesson 31 Synchronous Session Lesson 31 Online Practice Score
32	Lesson	Drawing Shapes	<ul style="list-style-type: none"> Draw a circle, triangle, and square freehand. Color geometric figures and create a lovely piece of art work. 	
	IXL Online Practice	Identifying 2-Dimensional Shapes	<ul style="list-style-type: none"> Identify a shape as a circle, triangle, or square. 	
	IXL Online Practice	Same Shape	<ul style="list-style-type: none"> Identify a shape that is the same as a given shape. 	<ul style="list-style-type: none"> Lesson 32 Worksheets Lesson 32 Synchronous Session Lesson 32 Online Practice Score

Math 1 B Syllabus

Lesson	Activity Type	Title	Objectives	Assessments
33	Lesson	Review Multiplication with Counters	<ul style="list-style-type: none"> Practice in addition and subtraction problems in the vertical format. Review multiplication using tangibles. 	
	IXL Online Practice	Sort Shapes Into a Venn Diagram	<ul style="list-style-type: none"> Sort shapes into a Venn diagram. 	
	IXL Online Practice	Addition and Subtraction Sentences	<ul style="list-style-type: none"> Complete addition and subtraction sentences. 	<ul style="list-style-type: none"> Lesson 33 Worksheets Lesson 33 Synchronous Session Lesson 33 Online Practice Score
34	Lesson	Review Division with Counters	<ul style="list-style-type: none"> Review the process of division and work with tangibles to solve division problems. 	
	IXL Online Practice	Equal Parts	<ul style="list-style-type: none"> Divide a shape into equal parts. 	<ul style="list-style-type: none"> Lesson 34 Worksheets Lesson 34 Synchronous Session Lesson 34 Online Practice Score
35	Lesson	Math Skills Review	<ul style="list-style-type: none"> Review math skills learned this year. 	
	IXL Online Practice	Word Problems Adding Three Numbers	<ul style="list-style-type: none"> Complete word problems that contain addition sentences with three numbers. 	
	IXL Online Practice	Compare Objects: Length and Height	<ul style="list-style-type: none"> Compare two objects lengths or height. 	
	IXL Online Practice	Equivalent Coins	<ul style="list-style-type: none"> Identify a group of coins that has the same value as another group. 	<ul style="list-style-type: none"> Lesson 35 Worksheets Lesson 35 Synchronous Session Lesson 35 Online Practice Score
36	Lesson	Math Skills Review II	<ul style="list-style-type: none"> Review math skills learned this year. 	
	IXL Online Practice	Skip-Counting Patterns With Tables	<ul style="list-style-type: none"> Identify and extend a skip-counting pattern. 	

Math 1 B Syllabus

Lesson	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Record Data with Tally Charts, Picture Graphs, and Tables	<ul style="list-style-type: none"> Record and interpret data in tally charts, picture graphs, and tables. 	
	IXL Online Practice	Related Subtraction Facts	<ul style="list-style-type: none"> Identify the related subtraction facts using fact families. 	<ul style="list-style-type: none"> Lesson 36 Worksheets Lesson 36 Synchronous Session Lesson 36 Online Practice Score

Math 2 A Syllabus

Course Description:

During the first semester students will build fluency with basic math facts, and add and subtract within 100 to solve word problems using strategic methods. Students will also manipulate numbers to 1000 using knowledge of hundreds, tens, and ones. Lastly, students will demonstrate arrays with repeated addition.

Materials Needed:

32 Counters (pennies, buttons, beans)

Bag of beans

Yellow Highlighter

Module	Activity Type	Title	Objectives
1	Lesson	Counting Up and Back to Add and Subtract	<ul style="list-style-type: none"> Use the "count on" and "count back" strategies to add and subtract within 20. Distinguish odd and even numbers. Add and subtract odd and even numbers. Examine math vocabulary (add, subtract, sum, difference, addend). Analyze a number.
	IXL Online Practice	Add One Digit Numbers	<ul style="list-style-type: none"> Add one digit numbers with sums up to 20.
	IXL Online Practice	Subtract One Digit Numbers	<ul style="list-style-type: none"> Subtract one digit numbers. Subtract one digit numbers from two digit numbers up to 18.
	IXL Online Practice	Even and Odd	<ul style="list-style-type: none"> Identify even and odd numbers. Count objects and identify if groups are made of an even or odd number of objects.
2	Lesson	Using Tens Facts and Doubles to Add and Subtract	<ul style="list-style-type: none"> Use the "tens facts", "doubles facts", and "turn around facts" to add and subtract within 20 Count manipulatives to group them in ones and tens Examine math vocabulary (eleven, twelve, thirteen-nineteen, equation, equal)

Math 2 A Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Balanced Equations Addition and Subtraction	<ul style="list-style-type: none"> Balance one-digit addition equations. Balance addition and subtraction equations with digits up to 20.
3	Lesson	Using a Problem Solving Strategy and Hundreds Chart	<ul style="list-style-type: none"> Use addition, subtraction, and a hundreds chart to add and subtract within 100. Examine a problem solving strategy. Write number words for groups of 10.
	IXL Online Practice	Hundreds Chart	<ul style="list-style-type: none"> Use the hundreds chart to count and identify numbers.
4	Lesson	Using Bundles to Make Numbers to 1000	<ul style="list-style-type: none"> Bundle groups of tens to make hundreds up to nine hundreds. Examine math vocabulary. Write the numbers up to 1000 in 10 hundreds charts. Add doubles and doubles plus one.
	IXL Online Practice	Adding Doubles	<ul style="list-style-type: none"> Add two numbers that are the same.
	IXL Online Practice	Writing Numbers	<ul style="list-style-type: none"> Write numbers up to 1,000 in words.
5	Lesson	Skip Count to 1000 and Make Counting Estimations	<ul style="list-style-type: none"> Skip count by 10 to 1000 using the hundreds chart. Examine math vocabulary. Make a counting estimation.
	IXL Online Practice	Skip Counting	<ul style="list-style-type: none"> Skip-count by ones and sequences.
	IXL Online Practice	Estimating	<ul style="list-style-type: none"> Estimate numbers and sums to the nearest ten.

Math 2 A Syllabus

Module	Activity Type	Title	Objectives
6	Lesson	Skip Count by 5 and Add and Subtract with the Inverse	<ul style="list-style-type: none"> Skip count by 5 to 1000 using the hundreds chart Make number patterns using skip counting Examine math vocabulary Turn addition facts around to make subtraction facts
	IXL Online Practice	Skip Counting and Counting Patterns	<ul style="list-style-type: none"> Count using patterns up to 1,000. Solve skip-counting puzzles.
7	Lesson	Compare Numbers with Symbols	<ul style="list-style-type: none"> Use the signs $<$, $>$, and $=$ to compare numbers to 100. Examine math vocabulary (greater than, less than, equal to).
	IXL Online Practice	Comparing Numbers	<ul style="list-style-type: none"> Compare numbers up to 100. Put numbers up to 100 in order. Order numbers up to 100 from least to greatest.
8	Lesson	Using Place Value Strategy to Add	<ul style="list-style-type: none"> Use the place value strategy to add within 100. Write numbers in expanded notation (decompose).
	IXL Online Practice	Convert From Expanded Form	<ul style="list-style-type: none"> Convert from expanded form to numerical form (up to 100's).

Math 2 A Syllabus

Module	Activity Type	Title	Objectives
9	Lesson	Using Decompose Strategy to Add	<ul style="list-style-type: none"> Use the decomposing into tens strategy to add within 100.
	IXL Online Practice	Add Multi-Digit Numbers	<ul style="list-style-type: none"> Add a two-digit number to a one-digit number.
10	Lesson	Using Commutative Property to Add	<ul style="list-style-type: none"> Use the commutative property to add within 100.
	IXL Online Practice	Addition Equations	<ul style="list-style-type: none"> Decide whether an addition statement is true or false.
11	Lesson	Using the Place Value Strategy to Compare Three Digit Numbers	<ul style="list-style-type: none"> Use the place value strategy to compare numbers. Communicate the role of zero in numbers.
	IXL Online Practice	Comparing Numbers	<ul style="list-style-type: none"> Compare numbers up to 1,000. Put numbers up to 1,000 in order. Order numbers up to 1,000 from least to greatest.
	IXL Online Practice	Solve Inequalities	<ul style="list-style-type: none"> Solve inequalities using addition and subtraction shortcuts.
12	Lesson	Expressing Tens and Adding Two Digit Numbers	<ul style="list-style-type: none"> Express tens as a three-digit number. Use the place value strategy to add four two-digit numbers.

Math 2 A Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Add Two-Digit Numbers	<ul style="list-style-type: none"> Add three or more two-digit numbers.
13	Lesson	Using the Associative Property	<ul style="list-style-type: none"> Use the associative property to make equal equations.
	IXL Online Practice	Write Addition Sentences to Describe Pictures	<ul style="list-style-type: none"> Write addition sentences with sums up to 20 to describe pictures.
14	Lesson	Using the Associative Property to Add and Using the Inverse to Subtract	<ul style="list-style-type: none"> Use the associative property to add two-digit numbers. Use the inverse to subtract.
	IXL Online Practice	Associative Property	<ul style="list-style-type: none"> Balance addition equations using the associative property. Regroup tens and ones.
15	Lesson	Using Manipulatives to Add and Completing Two-Step Word Problems	<ul style="list-style-type: none"> Use manipulatives and the hundreds chart to add and subtract within 1,000, Complete two-step word problems,
	IXL Online Practice	Two-Step Word Problems	<ul style="list-style-type: none"> Solve word problems involving adding three or more one-digit numbers. Solve word problems involving adding three or more two-digit numbers.
16	Lesson	Describing Numbers with Arrays	<ul style="list-style-type: none"> Identify numbers on a hundreds chart up to 25 that can be described with arrays,

Math 2 A Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Addition in Arrays	<ul style="list-style-type: none"> Identify repeated addition in arrays of sums up to 25. Write addition sentences for arrays with sums up to 25.
17	Lesson	Using the Hundreds Chart to Add Tens and Repeating Addition	<ul style="list-style-type: none"> Use a hundreds chart to add and subtract. Repeat addition to express arrays.
	IXL Online Practice	Add and Subtract Multiples of 100	<ul style="list-style-type: none"> Add and subtract multiples of 100.
18	Lesson	Make a Video to Explain Math Strategies	<ul style="list-style-type: none"> Mentally add and subtract 10 or 100 to any number up to 1,000. Explain addition and subtraction strategies verbally by making a teaching video.
	IXL Online Practice	Counting Patterns	<ul style="list-style-type: none"> Count using patterns up to 1,000.

Math 2 B Syllabus

Course Description:

During the second semester students will use place value to add and subtract within 1000. They will use place value to estimate and solve word problems to demonstrate skills. Students will measure and compare length and represent it on a number line. They will work with money and time to compare value. Students will collect data and represented on graphs to discuss it. Lastly, they will recognize common 2-dimensional and 3-dimensional shapes by specific characteristics.

Materials Needed:

32 Counters (pennies, buttons, beans)

Bag of beans

Yellow Highlighter

Module	Activity Type	Title	Objectives
19	Lesson	Examining Tools to Measure Length	<ul style="list-style-type: none"> Examine math vocabulary. Measure the length of an object in units. Examine measurement tools.
	IXL Online Practice	Choose the Appropriate Measuring Tool	<ul style="list-style-type: none"> Determine which measuring tool is appropriate to a given situation.
20	Lesson	Measuring Length: Inches and Centimeters	<ul style="list-style-type: none"> Measure the length of an object in inches and centimeters.
	IXL Online Practice	Measure Using an Inch Ruler	<ul style="list-style-type: none"> Use an inch ruler to measure objects.
	IXL Online Practice	Measure Using a Centimeter Ruler	<ul style="list-style-type: none"> Use a centimeter ruler to measure objects.

Math 2 B Syllabus

Module	Activity Type	Title	Objectives
21	Lesson	Measuring Length: Feet and Meters	<ul style="list-style-type: none"> Measure the length of an object in feet and meters. Use measurement vocabulary when solving problems.
	IXL Online Practice	Hundreds Chart	<ul style="list-style-type: none"> Count and identify numbers using the hundreds chart.
22	Lesson	Decisions about Units of Measure	<ul style="list-style-type: none"> Make a decision about when to use specific units.
	IXL Online Practice	Which Customary Unit of Length is Appropriate?	<ul style="list-style-type: none"> Determine which customary unit of length is appropriate for a given situation.
	IXL Online Practice	Which Metric Unit of Length is Appropriate?	<ul style="list-style-type: none"> Determine which metric unit of length is appropriate for a given situation.
23	Lesson	Estimating Length	<ul style="list-style-type: none"> Estimate length in centimeters, inches, feet, and meters
	IXL Online Practice	Fact Families	<ul style="list-style-type: none"> Identify facts within a fact family.
24	Lesson	Comparing Length	<ul style="list-style-type: none"> Measure to determine how much longer one object is than another.
	IXL Online Practice	Subtract Two Two-Digit Numbers – With Regrouping	<ul style="list-style-type: none"> Use regrouping to subtract two two-digit numbers.

Math 2 B Syllabus

Module	Activity Type	Title	Objectives
25	Lesson	Solving Word Problems about Length	<ul style="list-style-type: none"> Solve word problems with addition and subtraction to 100 involving length.
	IXL Online Practice	Customary Units of Length: Word Problems	<ul style="list-style-type: none"> Solve word problems involving customary units of length.
	IXL Online Practice	Metric Units of Length: Word Problems	<ul style="list-style-type: none"> Solve word problems involving metric units of length.
26	Lesson	Expressing Length with Addition and a Number Line	<ul style="list-style-type: none"> Use a number line to demonstrate addition with length.
	IXL Online Practice	Number Lines- Up to 100	<ul style="list-style-type: none"> Use number lines up to 100.
	IXL Online Practice	Guess the Number	<ul style="list-style-type: none"> Use counting skills to identify a number.
27	Lesson	Repeating Subtraction to Divide	<ul style="list-style-type: none"> Use a number line to demonstrate subtraction with length. Use repeated subtraction to divide.
	IXL Online Practice	Add and Subtract Numbers Up to 100	<ul style="list-style-type: none"> Add and subtract using numbers up to 100.

Math 2 B Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Divisors and Quotients Up to 5	<ul style="list-style-type: none"> Use repeated addition to solve division problems with divisors and quotients up to 5.
28	Lesson	Expressing Time in Minutes	<ul style="list-style-type: none"> Make a clock. Move the long hand to tell time to the nearest five minutes.
	IXL Online Practice	Reading Clocks-Hour and Half Hour	<ul style="list-style-type: none"> Read a clock to the nearest half-hour.
	IXL Online Practice	Reading Clocks	<ul style="list-style-type: none"> Read a clock to the nearest minute.
29	Lesson	Money Identification and Symbols	<ul style="list-style-type: none"> Identify pennies, dimes, nickels, quarters, and dollar bills.
	IXL Online Practice	Names of Common Coins	<ul style="list-style-type: none"> Identify common coins by name.
	IXL Online Practice	Names and Values of All Coins	<ul style="list-style-type: none"> Identify and value the common coins.
30	Lesson	Adding and Subtracting Money	<ul style="list-style-type: none"> Add and subtract pennies, dimes, nickels, quarters, and dollar bills. Examine register tape from shopping trips. Make and solve word problems using money.
	IXL Online Practice	Add Money – Up to \$1	<ul style="list-style-type: none"> Solve addition problems involving money up to \$1.

Math 2 B Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Subtract Money – Up to \$1	<ul style="list-style-type: none"> Solve subtraction problems involving money up to \$1.
	IXL Online Practice	Add and subtract Money – Up to \$1	<ul style="list-style-type: none"> Solve addition and subtraction problems involving money up to \$1.
31	Lesson	Using Data to Make Line Plots	<ul style="list-style-type: none"> Make a line plot with measurement data.
	IXL Online Practice	Interpret Line Plots	<ul style="list-style-type: none"> Interpret data on a line plot.
	IXL Online Practice	Create Line Plots	<ul style="list-style-type: none"> Create a line plot using data.
32	Lesson	Using Bar Graphs to Solve Word Problems	<ul style="list-style-type: none"> Make a picture graph and bar graph with data. Solve simple problem with the graphs.
	IXL Online Practice	Interpret Bar Graphs	<ul style="list-style-type: none"> Interpret data on a bar graph.
	IXL Online Practice	Create Bar Graphs	<ul style="list-style-type: none"> Create a bar graph using data.
33	Lesson	Identifying Shape Attributes	<ul style="list-style-type: none"> Identify and draw shapes with specific attributes.

Math 2 B Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Count Shapes in a Venn Diagram	<ul style="list-style-type: none"> Count shapes on a Venn diagram.
	IXL Online Practice	Sort Shapes into a Venn Diagram	<ul style="list-style-type: none"> Classify and sort shapes using a Venn diagram.
34	Lesson	Making Fractions	<ul style="list-style-type: none"> Partition a rectangle into equal parts.
	IXL Online Practice	Equal Parts	<ul style="list-style-type: none"> Identify when a shape is divided into equal parts.
35	Lesson	Folding Paper to Make Fractions	<ul style="list-style-type: none"> Fold paper to partition circles and rectangles and describe the folds using halves, thirds, and fourths. Examine math vocabulary (half, third, fourth, quarter).
	IXL Online Practice	Fraction Models Equivalent to Whole Numbers	<ul style="list-style-type: none"> Identify fractions to describe a divided shape.
	IXL Online Practice	Halves, Thirds, and Fourths	<ul style="list-style-type: none"> Identify when an object is divided into halves, thirds, and fourths.
36	Lesson	Solving Word Problems about Math Concepts	<ul style="list-style-type: none"> Solve word problems involving time, money, and folding shapes.
	IXL Online Practice	Elapsed Time II	<ul style="list-style-type: none"> Solve problems involving elapsed time.

Math 2 B Syllabus

Module	Activity Type	Title	Objectives
	IXL Online Practice	Add and Subtract Money – Up to \$1.	<ul style="list-style-type: none">Solve addition and subtraction problems involving money up to \$1.
	IXL Online Practice	Fraction Word Problems	<ul style="list-style-type: none">Solve word problems involving fractions.

Math 3 A Syllabus

Course Description:

During the first semester, students will build flexibility with numbers as they master addition and subtraction facts as well as multiplication and division facts. Students will understand relationships between addition and subtraction, multiplication and addition and multiplication and division as they learn to borrow, carry, and regroup in order to find sums and differences of two whole numbers up to 10,000. Students will also comprehend the place value of base ten numbers up to 1,000,000 in order to find patterns and make estimations. Lastly, they will implement a 4-step approach to solving problems and express numbers differently including translating them into Roman Numerals or expressing them as ordinal numbers.

Materials Needed:

50 Counters (pennies, buttons, beans)

Pennies (41)

Dimes (4)

Module	Activity Type	Title	Objectives	Assessments
1	Lesson	Math Facts 0-50	<ul style="list-style-type: none"> Define math words- sum, difference, equality. Write facts for the number 50. Solve word problems with numbers 0-50. 	<ul style="list-style-type: none"> Math Facts 0-50 Notes Assignment Math Facts 0-50 Quiz Lesson 1 Online Practice Score
	IXL Online Practice	Fact Families	<ul style="list-style-type: none"> Identify fact families in an addition or subtraction sentence. 	
2	Lesson	Hundreds Chart: Add and Subtract	<ul style="list-style-type: none"> Complete mental addition and subtraction math facts. List numbers to 100 by 2s, 3s, 5s, 10s. Use 100s chart to identify greater and less than 1 and 10. Use 100s chart to add and subtract. 	<ul style="list-style-type: none"> Hundreds Chart: Add and Subtract Notes Assignment Hundreds Chart: Add and Subtract Quiz Lesson 2 Online Practice Score
	IXL Online Practice	Hundreds Chart	<ul style="list-style-type: none"> Use 100s chart to identify greater and less than 1 and 10. Use 100s chart to add and subtract. 	

Math 3 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
3	Lesson	Expanded Notation	<ul style="list-style-type: none"> Complete mental addition and subtraction math facts. List numbers to 1000 by 100 and by 50. Use 100s chart to add and subtract. Write numbers to 999 in expanded notation and word form. 	<ul style="list-style-type: none"> Expanded Notation Notes Assignment Expanded Notation Quiz Lesson 3 Online Practice Score
	IXL Online Practice	Expanded Notation	<ul style="list-style-type: none"> Convert between expanded form and standard form of numbers. 	
4	Lesson	Place Value	<ul style="list-style-type: none"> Complete mental addition and subtraction math facts. Explain the purpose of place value. Identify a given place value. 	<ul style="list-style-type: none"> Place Value Notes Assignment Place Value 0-50 Quiz Lesson 4 Online Practice Score
	IXL Online Practice	Place Value	<ul style="list-style-type: none"> Identify the name of a place value. Identify the digit with a particular place value. 	
5	Lesson	Regroup to Add and Subtract	<ul style="list-style-type: none"> Complete mental addition and subtraction math facts. Regroup to add. Regroup to subtract. 	<ul style="list-style-type: none"> Regroup to Add and Subtract Notes Assignment Regroup to Add and Subtract 0-50 Quiz Lesson 5 Online Practice Score
	IXL Online Practice	Regroup with Addition	<ul style="list-style-type: none"> Regroup to add. 	
	IXL Online Practice	Regroup with Subtraction	<ul style="list-style-type: none"> Regroup to subtract. 	
6	Lesson	Roman and Ordinal Numbers	<ul style="list-style-type: none"> Complete mental addition and subtraction math facts. Regroup to add and subtract. Borrow (regroup) across zero digit. Translate numbers into Roman Numerals 1-20. 	<ul style="list-style-type: none"> Roman and Ordinal Numbers Notes Assignment Roman and Ordinal Numbers Quiz Lesson 6 Online Practice Score

Math 3 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Roman and Ordinal Numbers	<ul style="list-style-type: none"> Identify location with ordinal numbers. Translate numbers into Roman Numerals 1-20. Identify location with ordinal numbers. 	
	Lesson	Place Value to Billions	<ul style="list-style-type: none"> Complete mental addition and subtraction math facts. Identify place value to the billions. Round whole numbers to the given place value. 	<ul style="list-style-type: none"> Place Value to Billions Notes Assignment Place Value to Billions Quiz Lesson 7 Online Practice Score
7	IXL Online Practice	Place Value and Rounding	<ul style="list-style-type: none"> Identify the name of a place value. Identify the digit with a particular place value. Round a number to a given place value. 	
8	Lesson	Estimate to Add	<ul style="list-style-type: none"> Explain why estimation is necessary. Estimate to answer addition problems. Discuss numbers using the language odd, even, dozen, half dozen, pair. 	<ul style="list-style-type: none"> Estimate to Add Notes Assignment Estimate to Add Quiz Lesson 8 Online Practice Score
	IXL Online Practice	Estimate to Add	<ul style="list-style-type: none"> Estimate to answer addition problems. 	
9	Lesson	Problem Solving Method	<ul style="list-style-type: none"> Explain how diagrams can help you solve problems. Use a four-step method to solve a problem. Solve word problems. 	<ul style="list-style-type: none"> Problem Solving Method Notes Assignment Problem Solving Method Quiz Lesson 9 Online Practice Score
	IXL Online Practice	Word Problems	<ul style="list-style-type: none"> Solve multi-step word problems involving numbers up to three digits. 	

Math 3 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
10	Lesson	Addition to Multiplication	<ul style="list-style-type: none"> Estimate to add and subtract. Define multiplication. Compare and contrast multiplication and addition. Identify multiplication words and symbols. Solve word problems. 	<ul style="list-style-type: none"> Addition to Multiplication Notes Assignment M Addition to Multiplication Quiz Lesson 10 Online Practice Score
	IXL Online Practice	Multiplication Facts 0, 1, and 2	<ul style="list-style-type: none"> Multiply numbers by 0, 1, and 2. State multiplication facts for 0, 1, and 2. 	
11	Lesson	Multiplying Times 3 and 4	<ul style="list-style-type: none"> Complete mental addition, subtraction, and multiplication facts. Make arrays to model multiplication facts (3s and 4s). Make 100s chart patterns to model multiplication facts (3s and 4s). Solve multiplication word problems. 	<ul style="list-style-type: none"> Multiplying Times 3 and 4 Notes Assignment Multiplying Times 3 and 4 Quiz Lesson 11 Online Practice Score
	IXL Online Practice	Multiplication Facts 3 and 4	<ul style="list-style-type: none"> Multiply numbers by 3 and 4. State multiplication facts for 3 and 4. 	
12	Lesson	Multiplying Times 5 and 6	<ul style="list-style-type: none"> Complete mental addition, subtraction, and multiplication facts. Make arrays to model multiplication facts (5s and 6s). Solve multiplication word problems. Make patterns on 100s chart to model multiplication facts (5s and 6s). 	<ul style="list-style-type: none"> Multiplying Times 5 and 6 Notes Assignment Multiplying Times 5 and 6 Quiz Lesson 12 Online Practice Score
	IXL Online Practice	Multiplication Facts 5 and 6	<ul style="list-style-type: none"> Multiply numbers by 5 and 6. State multiplication facts for 5 and 6. 	
13	Lesson	Multiplying Times 7 and 10	<ul style="list-style-type: none"> Complete mental addition, subtraction, and multiplication facts. 	<ul style="list-style-type: none"> Multiplying Times 7 and 10 Notes Assignment

Math 3 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> • Make arrays to model multiplication facts (7s and 10s). • Solve multiplication word problems. • Make patterns on the hundreds chart to model multiplication facts (7s). • Count to 1,000 and 10,000 by 10 on the hundred's chart. 	<ul style="list-style-type: none"> • Multiplying Times 7 and 10 Quiz • Lesson 13 Online Practice Score
	IXL Online Practice	Multiplication Facts 7 and 10	<ul style="list-style-type: none"> • Multiply numbers by 7 and 10. • State multiplication facts for 7 and 10. 	
14	Lesson	Multiplying Times 8 and 9	<ul style="list-style-type: none"> • Complete mental addition, subtraction, and multiplication facts. • Find patterns with facts of 8 and facts of 4. • Model multiplication facts (9s). 	<ul style="list-style-type: none"> • Multiplying Times 8 and 9 Notes Assignment • Multiplying Times 8 and 9 Quiz • Lesson 14 Online Practice Score
	IXL Online Practice	Multiplication Facts 8 and 9	<ul style="list-style-type: none"> • Multiply numbers by 8 and 9. • State multiplication facts for 8 and 9. 	
15	Lesson	Patterns to Add and Multiply	<ul style="list-style-type: none"> • Complete mental addition, subtraction, and multiplication facts. • Create addition chart. • Create multiplication chart. 	<ul style="list-style-type: none"> • Patterns to Add and Multiply Notes Assignment • Patterns to Add and Multiply Quiz • Lesson 15 Online Practice Score
	IXL Online Practice	Multiplication Tables and Patterns	<ul style="list-style-type: none"> • Use multiplication tables and patterns to add and multiply. 	
16	Lesson	Inverse: Multiplication and Division	<ul style="list-style-type: none"> • Complete mental addition, subtraction, and multiplication facts. • Compare and contrast multiplication and division. 	<ul style="list-style-type: none"> • Inverse: Multiplication and Division Notes Assignment • Inverse: Multiplication and Division Quiz • Lesson 16 Online Practice Score
	IXL Online Practice	Multiplication and Division	<ul style="list-style-type: none"> • Relate multiplication and division as inverse operations. 	

Math 3 A Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Complete multiplication and division problems. 	
17	Lesson	Multiplication: 2 Digit by 1 Digit	<ul style="list-style-type: none"> Complete mental addition, subtraction, and multiplication facts. Multiply a two, three, or four digit number by one number. 	<ul style="list-style-type: none"> Multiplication: 2 Digit by 1 Digit Notes Assignment Multiplication: 2 Digit by 1 Digit Quiz Lesson 17 Online Practice Score
	IXL Online Practice	Multiply 1 Digit Number by a Larger Number	<ul style="list-style-type: none"> Multiply a one digit number by a larger number. 	
18	Lesson	One-Step Division with Remainder	<ul style="list-style-type: none"> Complete mental addition, subtraction, multiplication and division facts. Use one step to divide with a remainder. 	<ul style="list-style-type: none"> One-Step Division with Remainder Notes Assignment One-Step Division with Remainder Quiz Lesson 18 Online Practice Score
	IXL Online Practice	Add, Subtract, Multiply and Divide	<ul style="list-style-type: none"> State addition, subtraction, multiplication, and division facts. 	

Math 3 B Syllabus

Course Description:

During the second semester, students will explore concepts of measurement including linear measurement, weight, volume, temperature, and time. They will also recognize, compare, and convert fractions. Students will write amounts of money and make change using as few coins as possible. Lastly, students will examine lines, polygons, and solid figures as they are introduced to basic concepts of geometry.

Materials Needed:

- 12 sheets of hundreds blocks
- Penny, nickel, dime, quarter, dollar bill
- Spoon
- Ruler
- Tape measure
- Wire hangar
- 2 Paper cups
- String
- Tape
- 10 Paper clips
- Crayon (new)
- Liquid measuring cup
- Gallon jug
- Water bottle (liter)
- Eye dropper or medicine spoon
- Thermometers (assorted)
- Brad (brass)
- Cardboard or paper plate
- Glue stick
- Scissors

Module	Activity Type	Title	Objectives	Assessments
19	Lesson	Comparing Fractions	<ul style="list-style-type: none"> • Explain numerator and denominator. • Use pictures to identify and write halves, thirds, and fourths. • Compare fractions with like denominators (halves, thirds, and fourths). • Add 1, 2, 11, and 12 to any number quickly. 	<ul style="list-style-type: none"> • Comparing Fractions Notes Assignment • Comparing Fractions Quiz • Lesson 19 Online Practice Score
	IXL Online Practice	Identify halves, thirds, and fourths	<ul style="list-style-type: none"> • Identify fractions as part of a whole. 	

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Understand fractions: area models	<ul style="list-style-type: none"> Recognize the model that matches the fraction and vice versa. 	
20	Lesson	Analyzing Fractions	<ul style="list-style-type: none"> Use pictures to identify fractions (fifths - twelfths). Explain equivalent fractions with the denominator 2-12. Explain fractions with the denominator 100. Compute facts with the four operations. 	<ul style="list-style-type: none"> Analyzing Fractions Notes Assignment Analyzing Fractions Quiz Lesson 20 Online Practice Score
	IXL Online Practice	Match unit fractions to models	<ul style="list-style-type: none"> Recognize the model that matches the fraction and vice versa. 	
	IXL Online Practice	Match fractions to models	<ul style="list-style-type: none"> Recognize the model that matches the fraction and vice versa. 	
21	Lesson	Decimals and Fractions	<ul style="list-style-type: none"> Write mixed numbers. Read decimals to the hundredths. Convert fractions to decimals. Compute facts with the four operations. 	<ul style="list-style-type: none"> Decimals and Fractions Notes Assignment Decimals and Fractions Quiz Lesson 21 Online Practice Score
	IXL Online Practice	Match mixed numbers to models	<ul style="list-style-type: none"> Identify a model that matches a mixed number and vice versa. 	
	IXL Online Practice	Word names for mixed numbers	<ul style="list-style-type: none"> Write out the number that matches a model of a mixed number. 	
22	Lesson	Adding and Subtracting Money	<ul style="list-style-type: none"> Compare, add and subtract amounts of money. 	<ul style="list-style-type: none"> Adding and Subtracting Money Notes Assignment

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Add and subtract money amounts	<ul style="list-style-type: none"> Add and subtract amounts of money. 	<ul style="list-style-type: none"> Adding and Subtracting Money Quiz Lesson 22 Online Practice Score
	IXL Online Practice	Add money amounts - word problems	<ul style="list-style-type: none"> Solve word problems involving adding money. 	
23	Lesson	Making Change	<ul style="list-style-type: none"> Compare, add and subtract amounts of money. 	<ul style="list-style-type: none"> Making Change Notes Assignment Making Change Quiz Lesson 24 Online Practice Score
	IXL Online Practice	Making change	<ul style="list-style-type: none"> Find the amount of change return for a purchase. 	
	IXL Online Practice	Purchases – do you have enough money – up to \$10	<ul style="list-style-type: none"> Find the amount of change return for a purchase. 	
24	Lesson	Word Problems with Parentheses	<ul style="list-style-type: none"> Interpret word problems with two steps. Solve equations with two or more operations. Indicate order of operations with parentheses. Add and subtract quarters, dimes, and nickels mentally. 	<ul style="list-style-type: none"> Word Problems with Parentheses Notes Assignment Word Problems with Parentheses Quiz Lesson 24 Online Practice Score
	IXL Online Practice	Understanding parentheses	<ul style="list-style-type: none"> Solve problems involving parentheses. 	
	IXL Online Practice	Missing operators	<ul style="list-style-type: none"> Determine the missing operator to make a problem true. 	
25	Lesson	Linear Measurement: Inches, Feet, and Yards	<ul style="list-style-type: none"> Compare yards, feet, and inches Measure items using non-standard units. Measure items in yards, feet, and inches. 	<ul style="list-style-type: none"> Linear Measurement: Inches, Feet, and Yards Notes Assignment Linear Measurement: Inches, Feet, and Yards Quiz Lesson 25 Online Practice Score

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Mentally compute with regrouping. Use basic fact knowledge to convert feet and yards to inches. 	
	IXL Online Practice	Which customary unit of length is appropriate?	<ul style="list-style-type: none"> Determine which customary unit of length is appropriate to a given situation. 	
	IXL Online Practice	Compare and Convert customary units of length	<ul style="list-style-type: none"> Compare and convert between the customary units of length. 	
26	Lesson	Linear Measurement: Centimeters and Meters	<ul style="list-style-type: none"> Compare centimeters and meters. Measure items in centimeters and meters. Mentally compute with regrouping. Convert between centimeters and meters. 	<ul style="list-style-type: none"> Linear Measurement: Centimeters and Meters Notes Assignment Linear Measurement: Centimeters and Meters Quiz Lesson 26 Online Practice Score
	IXL Online Practice	Which metric unit of length is appropriate?	<ul style="list-style-type: none"> Determine which metric unit of length is appropriate to a given situation. 	
	IXL Online Practice	Compare and convert metric units of length	<ul style="list-style-type: none"> Compare and convert between the metric units of length. 	
27	Lesson	Weight: Ounces and Pounds	<ul style="list-style-type: none"> Compare the weight of objects using a non-standard unit of measure. Identify abbreviations for pounds and ounces. Estimate and measure weight in pounds and ounces. Mentally compute with regrouping. 	<ul style="list-style-type: none"> Weight: Ounces and Pounds Notes Assignment Weight: Ounces and Pounds Quiz Lesson 27 Online Practice Score

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Which customary unit of weight is appropriate?	<ul style="list-style-type: none"> Compare and convert between the customary units of weight. 	
	IXL Online Practice	Compare and convert customary units of weight	<ul style="list-style-type: none"> Compare and convert between the customary units of weight. 	
28	Lesson	Weight: Grams and Kilograms	<ul style="list-style-type: none"> Explain the difference between mass and weight. Convert grams and kilograms Estimate mass in grams and kilograms. Compute mentally with regrouping. 	<ul style="list-style-type: none"> Weight: Grams and Kilograms Notes Assignment Weight: Grams and Kilograms Quiz Lesson 28 Online Practice Score
	IXL Online Practice	Which metric unit of weight is appropriate?	<ul style="list-style-type: none"> Compare and convert between the metric units of weight. 	
	IXL Online Practice	Compare and convert metric units of weight	<ul style="list-style-type: none"> Compare and convert between the metric units of weight. 	
29	Lesson	Volume: Cups, Pints, Quarts, and Gallons	<ul style="list-style-type: none"> Choose the most appropriate unit to measure volume. Estimate and measure liquid in cups, pints, quarts, and gallons. Identify equivalent capacity in cups, pints, quarts, and gallons. Mentally compute with regrouping. 	<ul style="list-style-type: none"> Volume: Cups, Pints, Quarts, and Gallons Notes Assignment Volume: Cups, Pints, Quarts, and Gallons Quiz Lesson 29 Online Practice Score
	IXL Online Practice	Which customary unit of volume is appropriate?	<ul style="list-style-type: none"> Determine the best customary unit of volume for a given situation. 	

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Compare and convert customary units of volume.	<ul style="list-style-type: none"> Compare and convert between the customary units of volume. 	
30	Lesson	Volume: Liters to Quarts	<ul style="list-style-type: none"> Compare liters to quarts. Measure fractional amounts. Solve capacity word problems Compute mentally with regrouping. 	<ul style="list-style-type: none"> Volume: Liters to Quarts Notes Assignment Volume: Liters to Quarts Quiz Lesson 30 Online Practice Score
	IXL Online Practice	Which metric unit of volume is appropriate?	<ul style="list-style-type: none"> Determine the best metric unit of volume for a given situation. 	
	IXL Online Practice	Compare and convert metric units of volume.	<ul style="list-style-type: none"> Compare and convert between the metric units of volume. 	
31	Lesson	Temperature: Fahrenheit and Celsius	<ul style="list-style-type: none"> Measure temperature in degrees Fahrenheit and Celsius. Record temperature with degree sign. Know the freezing point of water in degrees Fahrenheit and Celsius. Mentally compute with decimals. 	<ul style="list-style-type: none"> Temperature: Fahrenheit and Celsius Notes Assignment Temperature: Fahrenheit and Celsius Quiz Lesson 31 Online Practice Score
	IXL Online Practice	Reasonable temperature	<ul style="list-style-type: none"> Determine a reasonable temperature measure given a specific situation. 	
	IXL Online Practice	What decimal number is illustrated?	<ul style="list-style-type: none"> Determine the numeric decimal for a given model. 	
32	Lesson	Movement of Time on Clock	<ul style="list-style-type: none"> Record date and time in words and numbers. Convert days, hours, minutes, and seconds. Read the minute hand on a clock. 	<ul style="list-style-type: none"> Movement of Time on Clock Notes Assignment Movement of Time on Clock Quiz Lesson 32 Online Practice Score

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
			<ul style="list-style-type: none"> Add and subtract numbers 0-60 mentally. 	
	IXL Online Practice	Read clocks and write times	<ul style="list-style-type: none"> Tell and write time to the nearest minute. 	
	IXL Online Practice	Read a calendar	<ul style="list-style-type: none"> Read the date from a calendar. 	
33	Lesson	Time: Hour, Half Hour and Quarter Hour	<ul style="list-style-type: none"> Read time on the hour, half, and quarter hour. Express time in "minutes before" and "minutes after". Discuss elapsed time on the half and quarter hour. Add and subtract number 0-60 mentally. 	<ul style="list-style-type: none"> Time: Hour, Half Hour and Quarter Hour Notes Assignment Time: Hour, Half Hour and Quarter Hour Quiz Lesson 33 Online Practice Score
	IXL Online Practice	Elapsed time I	<ul style="list-style-type: none"> Solve problems related to elapsed time. 	
	IXL Online Practice	Elapsed time II	<ul style="list-style-type: none"> Solve problems related to elapsed time. 	
34	Lesson	Attributes of Two-Dimensional Shapes	<ul style="list-style-type: none"> Identify and describe points, lines, line segments, rays, and angles. Distinguish two dimensional and three dimensional shapes. Draw and describe the properties of polygons with two - six sides. Distinguish quadrilaterals. Mentally compute with regrouping. 	<ul style="list-style-type: none"> Attributes of Two-Dimensional Shapes Notes Assignment Attributes of Two-Dimensional Shapes Quiz Lesson 34 Online Practice Score
	IXL Online Practice	Which 2-dimensional shape is being described?	<ul style="list-style-type: none"> Identify the two-dimensional shape described. 	

Math 3 B Syllabus

Module	Activity Type	Title	Objectives	Assessments
	IXL Online Practice	Classify quadrilaterals	<ul style="list-style-type: none"> Classify quadrilaterals based on attributes. 	
35	Lesson	Quadrilaterals and Three-Dimensional Shapes	<ul style="list-style-type: none"> Identify quadrilaterals by name Define polyhedron, faces, sides, and vertices Describe congruent figures Identify quadrilaterals by name 	<ul style="list-style-type: none"> Quadrilaterals and Three-Dimensional Shapes Notes Assignment Quadrilaterals and Three-Dimensional Shapes Quiz Lesson 35 Online Practice Score
	IXL Online Practice	Identify 2-dimensional and 3-dimensional shapes	<ul style="list-style-type: none"> Identify two- and three-dimensional shapes. 	
	IXL Online Practice	Count and compare sides and angles	<ul style="list-style-type: none"> Count and compare the number of sides and angles in given shapes. 	
36	Lesson 36	Slides, Flips, and Turns	<ul style="list-style-type: none"> Analyze quadrilaterals. Identify and describe the results of a slide, flip, and turn. Describe symmetry. Tessellate a shape. 	<ul style="list-style-type: none"> Slides, Flips, and Turns Notes Assignment Slides, Flips, and Turns Quiz Lesson 36 Online Practice Score
	IXL Online Practice	Reflection, rotation, and translation	<ul style="list-style-type: none"> Identify slides (translation), flips (turns), and turns (rotation). 	
	IXL Online Practice	Symmetry	<ul style="list-style-type: none"> Identify pictures which reflect symmetry. 	

Math 4 A Syllabus

Course Description:

Grade 4 math uses a varied amount of instructional material to reinforce and teach new math skills to the 4th grade learners. Instruction includes creative videos, mathematical storytelling, practical math applications and repetition to reinforce skills throughout the course. Three areas are focused on and students will finish the course with a strong knowledge in these content areas. The first is developing an understanding and fluency with multi-digit multiplication, and developing the understanding of dividing to find quotients involving multi-digit dividends. The second is developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions with whole numbers. The third will be addressed in semester B.

Materials Needed: Scissors, Graph paper, Markers, Ruler

Module	Lesson Title	Objectives
1	Writing Multiplication	<ul style="list-style-type: none"> Identify and write multiplicative equations.
	Multiplication Comparison	<ul style="list-style-type: none"> Make multiplicative comparisons.
	Solving Basic Equations	<ul style="list-style-type: none"> Solve basic multiplication equations for an unknown.
	Parts of a Word Problem	<ul style="list-style-type: none"> Identify the known and unknown parts of a word problem.
	Translation into Equations	<ul style="list-style-type: none"> Translate comparative situations into equations with an unknown and solve.
	Interpretation	<ul style="list-style-type: none"> Interpret word problems.
	Estimation Strategies	<ul style="list-style-type: none"> Use acceptable estimation strategies and justify the solution.
	Remainders	<ul style="list-style-type: none"> Add two multi-digit whole numbers with accuracy, efficiency and flexibility.
Module 1 Exam		

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Module	Lesson Title	Objectives
2	Factoring	<ul style="list-style-type: none"> Find factors of whole numbers.
	Prime Numbers	<ul style="list-style-type: none"> Use factoring rules to classify numbers as prime and justify answer.
	Common Multiples	<ul style="list-style-type: none"> Find multiples of whole numbers.
	Composite Numbers	<ul style="list-style-type: none"> Use factoring rules to classify numbers as composite, and justify answers.
	Basic Patterns	<ul style="list-style-type: none"> Identify attributes that determine a pattern.
	Arithmetic Number Patterns	<ul style="list-style-type: none"> Identify number patterns.
	T-Charts	<ul style="list-style-type: none"> Use a t-chart to identify number patterns.
	Rounding	<ul style="list-style-type: none"> Round numbers to the nearest tens and hundreds place.
	Estimating	<ul style="list-style-type: none"> Use rounding to make estimates.
	Place Value	<ul style="list-style-type: none"> Identify place value in multi-digit whole numbers.
	Multiplying by 10 and 100	<ul style="list-style-type: none"> Multiply by 10 and 100.
	Module 2 Exam	
3	Expanded Form	<ul style="list-style-type: none"> Read and write numbers using expanded form.
	Rounding to Hundreds and Thousands	<ul style="list-style-type: none"> Using a number line, round answers to the nearest 100 and 1000 place.
	Hundreds Chart	<ul style="list-style-type: none"> Using a hundreds chart, round answers to the nearest 100 and 1000 place.

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Module	Lesson Title	Objectives
	Comparison	<ul style="list-style-type: none"> Compare two multi-digit whole numbers.
	Adding Two Whole Numbers	<ul style="list-style-type: none"> Add two multi-digit whole numbers with accuracy, efficiency and flexibility.
	Adding Several Whole Numbers	<ul style="list-style-type: none"> Add several multi-digit whole numbers with accuracy, efficiency and flexibility.
	Re-grouping	<ul style="list-style-type: none"> Add multi-digit whole numbers using a re-grouping strategy.
	Subtraction Skills	<ul style="list-style-type: none"> Subtract multi-digit whole numbers with accuracy, efficiency and flexibility.
	Subtraction with Zeros	<ul style="list-style-type: none"> Subtract multi-digit whole numbers with accuracy, efficiency and flexibility. Apply knowledge of subtraction to solve word problems.
	Module 3 Exam	
4	Clustering	<ul style="list-style-type: none"> Multiply numbers using clustering.
	Regrouping Multiplication	<ul style="list-style-type: none"> Multiply numbers using re-grouping.
	Multiplying with Arrays	<ul style="list-style-type: none"> Multiply numbers using the arrays model.
	Applications of Multiplication	<ul style="list-style-type: none"> Apply any of the multiplication strategies to solve real-life problems.
	Long Division	<ul style="list-style-type: none"> Divide numbers using a traditional algorithm.
	Dividing Using Grouping	<ul style="list-style-type: none"> Divide numbers using groups for the divisor.
	Area Model	<ul style="list-style-type: none"> Divide numbers using area models.
	Application of Division Strategies	<ul style="list-style-type: none"> Apply any of the division strategies to solve real-life problems.

Math 4 A Syllabus

Module	Lesson Title	Objectives
	Fraction Parts	<ul style="list-style-type: none"> Define fraction, numerator, denominator, fraction bar.
	Fraction Shape	<ul style="list-style-type: none"> Identify the number of shaded parts and the number of equal parts in a shape (circle, rectangle).
	Writing Fractions	<ul style="list-style-type: none"> Write a fraction using mathematical notation and using words.
5	Dividing Number Lines	<ul style="list-style-type: none"> Divide a number line into parts (fractions).
	Identifying Fractions on a Number Line	<ul style="list-style-type: none"> Locate fractions on a number line.
	Equivalent Fractions	<ul style="list-style-type: none"> Find equivalent fractions using models. Find equivalent fractions using multiplication. Find equivalent fractions using division.
	Common Denominators	<ul style="list-style-type: none"> Create common denominators by multiplication to form equivalent fractions.
	Greatest Common Factor	<ul style="list-style-type: none"> Determine the greatest common factors of whole numbers.
	Least Common Multiple	<ul style="list-style-type: none"> Determine the least common multiple of whole numbers.
	Module 5 Exam	
6	Adding Like Fractions	<ul style="list-style-type: none"> Add like fractions.
	Adding Mixed Numbers	<ul style="list-style-type: none"> Add mixed numbers.
	Improper Fractions in Mixed Numbers	<ul style="list-style-type: none"> Add improper fractions in mixed numbers.
	Adding Unlike Fractions	<ul style="list-style-type: none"> Add unlike fractions.

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Module	Lesson Title	Objectives
	Subtracting Like Fractions	<ul style="list-style-type: none"> Subtract like fractions.
	Subtracting Unlike Fractions	<ul style="list-style-type: none"> Subtract unlike fractions.
	Subtracting Mixed Numbers	<ul style="list-style-type: none"> Subtract mixed numbers.
	Subtracting Improper Fractions	<ul style="list-style-type: none"> Subtract improper fractions.
	Dividing Fractions Using Reciprocals	<ul style="list-style-type: none"> Divide fractions using reciprocals.
	Dividing Fractions Using Modeling	<ul style="list-style-type: none"> Divide fractions using models.
	Dividing Whole Numbers into Fractions	<ul style="list-style-type: none"> Divide whole numbers and fractions.
	Dividing Mixed Numbers	<ul style="list-style-type: none"> Divide whole numbers and mixed numbers.
Module 6 Exam		

Math 4 B Syllabus

Course Description:

Semester B of grade 4 math has learners continuing to work with fractions. They will learn to multiply fractions and convert them to decimals. Students will also begin to learn to equivalent measurements of length, weight, mass, and capacity. They will also learn helpful skills in understanding time, distance, and money. Students will develop an understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Lessons on rectangles, line plots, angles, figure drawing, polygons, and symmetry will be taught. Semester B continues to use varied forms of instruction that allow students to learn these skills in a practical manner.

Materials needed: Colored pencils, crayons or thin markers, Calculator (handheld or online), Ruler, and Scissors, protractor, scale (optional)

Module	Lesson Title	Objectives
1	Fraction Multiplication	<ul style="list-style-type: none"> Identify solutions on a number line.
	Fraction Multiplication Using Visual Models	<ul style="list-style-type: none"> Use visual models to represent word problems with fractions.
	Multiplying a Whole Number by a Fraction	<ul style="list-style-type: none"> Multiply a fraction by a whole number.
	Using Multiplication to Solve Word Problems With Fractions	<ul style="list-style-type: none"> Solve word problems involving multiplication of whole numbers and fractions.
	Fractions With Denominators of 10 and 100	<ul style="list-style-type: none"> Identify fractions with denominators of 10. Identify fractions with denominators of 100.
	Comparing Tenths and Hundredths	<ul style="list-style-type: none"> Use grids to compare fractions with denominators 10 and 100.

Math 4 B Syllabus

Module	Lesson Title	Objectives
		<ul style="list-style-type: none"> Write equivalent fractions with denominators 10 and 100.
	Add Tenths and Hundredths	<ul style="list-style-type: none"> Add fractions with denominators 10 and 100.
	Identifying Fractions as Division	<ul style="list-style-type: none"> Relate division to fractions.
	Fractions as Decimals	<ul style="list-style-type: none"> Write decimals to the hundredths place.
	Decimals on Number Lines	<ul style="list-style-type: none"> Locate decimals on a number line.
	Comparing Fractions to Decimals	<ul style="list-style-type: none"> Compare fractions to decimals.
2	Compare Decimals Using Area Models	<ul style="list-style-type: none"> Compare decimals using area models.
	Compare Decimals Using Decimal Circles	<ul style="list-style-type: none"> Compare decimals using decimal circles.
	Compare Decimals Using Number Lines	<ul style="list-style-type: none"> Compare decimals using number lines and meter sticks.
	Explaining Decimal Comparisons	<ul style="list-style-type: none"> Demonstrate and explain the reasonableness of comparisons.
	Represent Equivalent Measures of Customary Units of Length	<ul style="list-style-type: none"> Use tables to represent equivalent measurements.

Math 4 B Syllabus

Module	Lesson Title	Objectives
	Measuring With Inches	<ul style="list-style-type: none"> Measure, compare, and estimate length in inches, feet, yards, miles.
	Measuring and Converting Length Measurements	<ul style="list-style-type: none"> Measure, compare, and estimate length in inches, feet, yards, miles. Compare lengths by converting measurements from smaller to larger units and from larger units to smaller units.
	Estimating Measurements of Length	<ul style="list-style-type: none"> Measure, compare, and estimate length in kilometers, meters, and centimeters. Measure, compare, and estimate length in inches, feet, yards, miles.
	Measuring Weight and Mass	<ul style="list-style-type: none"> Measure, compare, and estimate weight and mass in, pounds, ounces, tons, kilograms, or grams.
	Equivalent Measurements of Weight	<ul style="list-style-type: none"> Use tables to represent equivalent measurements.
	Weight Conversions	<ul style="list-style-type: none"> Compare weights and masses by converting measurements from smaller to larger units and from larger units to smaller units.
	Problem Solving and Estimating Weight	<ul style="list-style-type: none"> Solve word problems involving masses of objects. Use diagrams to represent measurement quantities with a scale. Measure, compare, and estimate weight and mass in, pounds, ounces, tons, kilograms, or grams.
3	Liters and Milliliters	<ul style="list-style-type: none"> Measure and compare capacity in liters, milliliters, ounces, cups, pints, quarts and gallons.
	Volume Conversions	<ul style="list-style-type: none"> Measure and compare capacity in liters, milliliters, ounces, cups, pints, quarts and gallons. Compare capacities by converting measurements from smaller to larger units and from larger units to smaller units.
	Solving Problems About Volume	<ul style="list-style-type: none"> Solve word problems involving liquid volume.
	What is Time?	<ul style="list-style-type: none"> Measure and compare time in hours, minutes and seconds.
	Solving Elapsed Time Problems	<ul style="list-style-type: none"> Solve word problems involving intervals of time.

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Module	Lesson Title	Objectives
	Solving Problems With Time Conversions	<ul style="list-style-type: none"> Solve word problems that apply time conversions.
	Solving Problems With Time and Distance	<ul style="list-style-type: none"> Solve word problems involving time and distance.
	Money Conversions	<ul style="list-style-type: none"> Express monetary amounts from a larger unit in terms of a smaller unit.
	Solving Problems With Money	<ul style="list-style-type: none"> Solve word problems involving money.
	Estimating With Money	<ul style="list-style-type: none"> Estimate money to solve word problems.
	Money as Fractions	<ul style="list-style-type: none"> Using equivalent measurements, solve problems with fractions and decimals.
4	The Rectangle	<ul style="list-style-type: none"> Identify length and width of rectangles. Construct rectangles and label the parts.
	Perimeter of a Rectangle	<ul style="list-style-type: none"> Find the perimeter of a rectangle.
	Area of Rectangles	<ul style="list-style-type: none"> Find the area of rectangles by covering them with unit squares or by counting squares in models. Find the area of a rectangle, given its length and width.
	Area and Perimeter	<ul style="list-style-type: none"> Given the area or perimeter, find either the length or the width of a rectangle.
	Measuring Inches	<ul style="list-style-type: none"> Measure objects up to an eighth of an inch.
	Line Plots	<ul style="list-style-type: none"> Read line plots and represent measurements on a line plot.
	Problem Solving with Line Plots	<ul style="list-style-type: none"> Add and subtract fractions based on data from a line plot.

Math 4 B Syllabus

Module	Lesson Title	Objectives
	Rays	<ul style="list-style-type: none"> Define and name rays.
	Angles	<ul style="list-style-type: none"> Define and name angles.
	Angles and Circles	<ul style="list-style-type: none"> Identify angles by using circles. Use word problems to explore one-degree turns.
5	Types of Angles	<ul style="list-style-type: none"> Identify types of angles (acute, obtuse, right).
	Measuring Angles	<ul style="list-style-type: none"> Use a protractor to measure angles to the nearest degree.
	Constructing Angles	<ul style="list-style-type: none"> Construct angles using a protractor and straight edge.
	Adding Angles	<ul style="list-style-type: none"> Find the sum of two angles.
	Subtracting Angles	<ul style="list-style-type: none"> Decompose angles into smaller parts.
	Writing Equations	<ul style="list-style-type: none"> Use equations to express the sum and difference of angles.
	Drawing Geometric Basics	<ul style="list-style-type: none"> Identify and draw points, lines, segments, rays, angles.
	Parallel and Perpendicular Lines	<ul style="list-style-type: none"> Identify the characteristics of perpendicular and parallel lines. Draw perpendicular and parallel lines.
	Two-Dimensional Shapes	<ul style="list-style-type: none"> Identify, describe, and categorize common 2-dimensional shapes.
6	Triangles	<ul style="list-style-type: none"> Identify types of angles (acute, obtuse, right).
	Quadrilaterals	<ul style="list-style-type: none"> Identify the attributes of quadrilaterals.
	Polygons	<ul style="list-style-type: none"> Identify and describe polygons.

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Module	Lesson Title	Objectives
	Symmetry in Shapes	<ul style="list-style-type: none">• Define symmetry.• Identify the line of symmetry in figures.
	Lines of Symmetry	<ul style="list-style-type: none">• Draw lines of symmetry in figures.
	Tessellation	<ul style="list-style-type: none">• Create tessellations.

Math 5 A Syllabus

Course Description:

Students will learn math topics outlined in this course drawing from a variety of sources, including hands-on activities, interactive lessons, and practical math applications. Students will focus on several critical areas including but not limited to developing fluency with addition, subtraction, multiplication, and division of fractions. They will also learn to extend division to 2-digit divisors, integrate decimal fractions into the place value system, and increase an understanding of operations with decimals to hundredths. They will develop fluency with whole numbers and decimal operations. The semester begins with operations and expressions, moves into decimals and money, and ends with more work on fractions. Learners will gain valuable skills as they carry out activities that model real life situations like grocery shopping throughout the semester.

Materials needed: Calculator, handheld or online, Dice, and Scissors

Module	Lesson Title	Objectives
1	Order of Operations	<ul style="list-style-type: none"> Evaluate expressions using the basic order of operations.
	Parentheses, Brackets and Braces	<ul style="list-style-type: none"> Use symbols such as parentheses, brackets or braces in numerical expressions. Evaluate expressions that use these
	Translating Words to Math	<ul style="list-style-type: none"> Translate words into math.
	Translating Math to Words	<ul style="list-style-type: none"> Translate math into words.
	Meaning of Math Expressions	<ul style="list-style-type: none"> Recognize the meanings of numerical expressions.

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Module	Lesson Title	Objectives
	Translation Application	<ul style="list-style-type: none"> • Translate between words and math. • Write simple expressions that include all operations. • Recognize the meanings of numerical expressions.
	Patterns and Sequences	<ul style="list-style-type: none"> • Create numerical patterns using different rules.
	Relationships Between Sequences	<ul style="list-style-type: none"> • Identify and explain the relationships between corresponding terms of patterns.
	Ordered Pairs	<ul style="list-style-type: none"> • Using two patterns, generate and graph ordered pairs from the corresponding terms.
2	Place Value in Whole Numbers	<ul style="list-style-type: none"> • Identify place value in multi-digit whole numbers.
	Place Value in Decimals	<ul style="list-style-type: none"> • Identify place value in decimal numbers.
	Place Value Relationships	<ul style="list-style-type: none"> • Identify and describe relationships between numbers in adjacent place values.
	Exponents	<ul style="list-style-type: none"> • Write numbers in exponential, expanded, and standard forms.
	Multiplying with Powers of 10	<ul style="list-style-type: none"> • Identify and explain patterns of zeros when a number is multiplied by powers of 10. • Use whole-number exponents to denote powers of 10.

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Module	Lesson Title	Objectives
	Multiplying Decimals by Powers of 10	<ul style="list-style-type: none"> Identify and explain patterns of decimal point placement when multiplying decimals by powers of 10.
	Dividing Decimals by Powers of 10	<ul style="list-style-type: none"> Identify and explain patterns of decimal point placement when dividing decimals by powers of 10.
3	Decimals	<ul style="list-style-type: none"> Read and write decimal numbers in written forms to the thousandths place.
	Expanded Form	<ul style="list-style-type: none"> Read decimal numbers in expanded and written forms, to the thousandths place. Write decimal numbers using expanded and written forms, to the thousandths place.
	Comparing Decimals	<ul style="list-style-type: none"> Compare two decimal numbers, to the thousandths place.
	Rounding Whole Numbers	<ul style="list-style-type: none"> Round whole numbers to various place value places.
	Rounding Decimals	<ul style="list-style-type: none"> Round decimals to the 10th, 100th, 1000th places.
	Estimating Addition and Subtraction	<ul style="list-style-type: none"> Estimate operations by rounding decimal numbers.

Math 5 A Syllabus

Module	Lesson Title	Objectives
	Estimating Using Compatible Numbers	<ul style="list-style-type: none"> Estimate operations by using compatible numbers.
4	Multiplying with One-digit Numbers	<ul style="list-style-type: none"> Multiply multi-digit whole numbers by one-digit whole numbers with efficiency and flexibility.
	Multiplying with Multi-digit Numbers	<ul style="list-style-type: none"> Multiply two-digit whole numbers by two-digit whole numbers with efficiency and flexibility. Multiply multi-digit whole numbers with efficiency and flexibility.
	Solving Problems with Multiplication	<ul style="list-style-type: none"> Solve problems using multiplication.
	Dividing by One-digit Divisors	<ul style="list-style-type: none"> Divide dividends with up to four digits by a single-digit divisor.
	Dividing by Two-digit Divisors	<ul style="list-style-type: none"> Divide dividends with up to four digits by two-digit divisors.
	Partial Quotients with Powers of 10	<ul style="list-style-type: none"> Use partial quotients to solve long division problems. Divide dividends with up to four digits by two-digit divisors.
	Other Partial Quotients	<ul style="list-style-type: none"> Use partial quotients to solve long division problems. Divide dividends with up to four digits by two-digit divisors.
	Traditional Division	<ul style="list-style-type: none"> Divide dividends with up to four digits by two-digit divisors. Apply division strategies to problem solving.

Math 5 A Syllabus

Module	Lesson Title	Objectives
5	Adding Decimals	<ul style="list-style-type: none"> Add decimals to the hundredths.
	Subtracting Decimals	<ul style="list-style-type: none"> Subtracting decimals to the hundredths.
	Subtracting Thousandths	<ul style="list-style-type: none"> Subtracting decimals to the thousandths.
	Writing Money	<ul style="list-style-type: none"> Write dollars and cents as decimals.
	Adding and Subtracting Money	<ul style="list-style-type: none"> Add and subtract money.
	Money to Fractions	<ul style="list-style-type: none"> Convert decimals to fractions using money.
	Money Applications	<ul style="list-style-type: none"> Apply decimal operations to real-world situations.
	Multiplying Hundredths	<ul style="list-style-type: none"> Multiply decimals to the hundredths.
	Multiplying Thousandths	<ul style="list-style-type: none"> Multiply decimals to the thousandths.

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Module	Lesson Title	Objectives
	Dividing Hundredths	<ul style="list-style-type: none"> Divide decimals to the hundredths.
	Dividing Thousandths	<ul style="list-style-type: none"> Divide decimals to the thousandths.
6	Dividing Small Dividends	<ul style="list-style-type: none"> Divide a whole number into a dividend less than one.
	Dividing Decimals with Remainders	<ul style="list-style-type: none"> Divide a whole number into a dividend less than one with a remainder.
	Dividing by 10s	<ul style="list-style-type: none"> Divide by 10, 100, and 1000.
	Write Equivalent Fractions	<ul style="list-style-type: none"> Write equivalent fractions.
	Common Denominators	<ul style="list-style-type: none"> Learn how to find the common denominator when solving problems with fractions.
	Greatest Common Factors	<ul style="list-style-type: none"> Find the GCF.
	Lowest Common Denominator	<ul style="list-style-type: none"> Use the LCM to write equivalent fractions.

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Module	Lesson Title	Objectives
	Adding and Subtracting with Like Denominators	<ul style="list-style-type: none"> Add and subtract fractions with like denominators.
	Adding Mixed Numbers with Like Denominators	<ul style="list-style-type: none"> Add and subtract mixed numbers with like denominators.
	Adding and Subtracting with Unlike Denominators	<ul style="list-style-type: none"> Add and subtract fractions with unlike denominators. Reduce fractions to simplest terms.
	Adding Mixed Numbers with Unlike Denominators	<ul style="list-style-type: none"> Add and subtract mixed numbers with unlike denominators. Reduce fractions to simplest terms.
	Subtracting Mixed Numbers	<ul style="list-style-type: none"> Subtract mixed numbers

Math 5 B Syllabus

Course Description:

Semester B begins with students continuing to work with fractions. The first lesson focuses on ratios and challenges students to solve word problems using fractions and ratios in practical life situations. Learners continue to strengthen their math skills by studying mixed and fraction products, and fraction application, models, and division. The third critical area that students will focus on in Grade 5 Math is volume. Students will receive lessons in measurement of length, weight, and volume. They will end the course with a focus on geometry. Varied types of instruction are used to enhance their learning, including video and real life applications, activities, and creative projects.

Materials needed: Ruler, 8 pennies, graph paper, 3 plastic containers with similar volume and different shapes, and scissors.

Module	Lesson Title	Objectives
1	Writing Ratios	<ul style="list-style-type: none"> Express comparisons in ratio form.
	Writing Fractions as Division	<ul style="list-style-type: none"> Interpret a fraction as division of the numerator by the denominator.
	Using Fraction Models	<ul style="list-style-type: none"> Use visual fraction models to solve word problems involving division with fractions in the answer.
	Writing Equations	<ul style="list-style-type: none"> Use equations to solve word problems involving division to represent the problems with fractions in the answer.
	Locating Fractions on a Number Line	<ul style="list-style-type: none"> Locate fractions on a number line.
	Comparing Fractions on a Number Line	<ul style="list-style-type: none"> Compare fractions using a number line.
	Estimating Fraction Sums and Differences	<ul style="list-style-type: none"> Use a benchmark fraction to estimate and examine the reasonableness of answers.
	Estimating Fractions in Problem Solving	<ul style="list-style-type: none"> Use a benchmark fraction to estimate and examine the reasonableness of answers. Use fraction estimation to solve problems.

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Module	Lesson Title	Objectives
	Using Visual Models to Represent Fractions	<ul style="list-style-type: none"> Use visual fraction models to represent fractions. Multiply a whole number by a fraction.
	Creating Story Problems	<ul style="list-style-type: none"> Use visual fraction models to solve word problems involving mixed number products.
	The Commutative Property	<ul style="list-style-type: none"> Apply the commutative property to mixed products.
	Multiplying a Whole Number by a Fraction	<ul style="list-style-type: none"> Multiply a whole number by a fraction.
2	Finding a Fraction of a Fraction	<ul style="list-style-type: none"> Use visual fraction models to represent the multiplication of a fraction by a fraction.
	Multiplying Fractions by Fractions	<ul style="list-style-type: none"> Multiply a fraction by a fraction.
	Using Fraction Models to Solve Word Problems	<ul style="list-style-type: none"> Use visual fraction models to solve word problems involving fraction products.
	Area with Fractional Sides	<ul style="list-style-type: none"> Use tiles to find the area and perimeter of a rectangle with fractional side lengths.
	Finding Area by Multiplying	<ul style="list-style-type: none"> Use formulas to solve word problems involving mixed number and fraction products.
	Finding Perimeter	<ul style="list-style-type: none"> Use tiles to find the perimeter of a rectangle with fractional side lengths.
	Multiplying by Less Than One	<ul style="list-style-type: none"> Show that multiplying the numerator and denominator of a fraction by the same number has the same effect as multiplying that fraction by 1. Recognize that multiplying a given whole number by a fraction less than 1 results in a product smaller than the given number.
	Multiplying by More Than One	<ul style="list-style-type: none"> Recognize that multiplying a given whole number by a fraction greater than 1 results in a product greater than the given number.

Math 5 B Syllabus

Module	Lesson Title	Objectives
	Less Than, Greater Than, or Equal To	<ul style="list-style-type: none"> Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	Comparing Products	<ul style="list-style-type: none"> Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
3	Using Fraction Models to Solve Problems	<ul style="list-style-type: none"> Use visual fraction models to solve real world problems involving multiplication of fractions and mixed numbers.
	Using Equations to Solve Problems	<ul style="list-style-type: none"> Use equations to solve real world problems involving multiplication of fractions and mixed numbers.
	Explaining Your Products	<ul style="list-style-type: none"> Explain in writing the process of how to solve real world problems involving multiplication of fractions and mixed numbers.
	Identifying Unit Fractions	<ul style="list-style-type: none"> Define and identify a unit fraction.
	Using Models to Divide with Unit Fractions	<ul style="list-style-type: none"> Use a visual fraction model to represent the quotient of a unit fraction divided by a non-zero whole number.
	Multiplication and Division with Unit Fractions	<ul style="list-style-type: none"> Use the relationship between multiplication and division to interpret division of a whole number by a unit fraction and the division of a unit fraction by a non-zero whole number.
	Dividing Whole Numbers by Unit Fractions	<ul style="list-style-type: none"> Use a visual fraction model to represent the quotient of a whole number by a unit fraction.
	Reciprocals	<ul style="list-style-type: none"> Identify reciprocals.
	Unit Fractions Divided by Whole Numbers	<ul style="list-style-type: none"> Divide a unit fraction by a whole number. Use a word problem to represent the division of a unit fraction by a non-zero whole number.
	Whole Numbers Divided By Unit Fractions	<ul style="list-style-type: none"> Divide a whole number by a unit fraction. Use a word problem to represent the division of a whole number by a unit fraction.

Math 5 B Syllabus

Module	Lesson Title	Objectives
4	Customary Length Conversions	<ul style="list-style-type: none"> Convert length measurements within the customary system of measurement.
	Customary Weight Conversions	<ul style="list-style-type: none"> Convert weight measurements within the customary measurement system.
	Customary Volume Conversions	<ul style="list-style-type: none"> Convert volume measurements within the customary measurement system.
	Metric Conversions	<ul style="list-style-type: none"> Convert measurements within the metric system of measurement. Solve multi-step measurement conversions in real-world problems. Explore how the base-ten system supports conversions within the metric system.
	Measuring Length	<ul style="list-style-type: none"> Measure objects to one-eighth of a unit of length.
	Reading and Creating Line Plots	<ul style="list-style-type: none"> Display a data set of measurements in fractions of a unit of length on a line plot.
	Problem Solving with Line Plots	<ul style="list-style-type: none"> Add and multiply fractions based on length data in line plots. Solve length word problems involving information presented in line plots by using operations on fractions.
	Reading a Scale	<ul style="list-style-type: none"> Measure objects to one-eighth of a unit of weight.
	Reviewing Line Plots with Weight	<ul style="list-style-type: none"> Display a data set of measurements in fractions of a unit of weight on a line plot.
	Solving Line Plot Problems	<ul style="list-style-type: none"> Add and multiply fractions based on weight data in line plots. Solve weight word problems involving information presented in line plots by using operations on fractions.
	What Is Volume?	<ul style="list-style-type: none"> Define volume.
Area and Volume	<ul style="list-style-type: none"> Use models to demonstrate the relationship between area and volume. Define the standard units for measuring volume. Identify the dimensions that are used to find solid volume (length, width, height). 	

Math 5 B Syllabus

Module	Lesson Title	Objectives
5	Unit Cubes	<ul style="list-style-type: none"> Use models to demonstrate volume.
	Volume Using Models	<ul style="list-style-type: none"> Calculate volume using models.
	Volume Formula	<ul style="list-style-type: none"> Explain why the volume formulas $V = b \times h$ and $V = l \times w \times h$ for the cube is true.
	Area vs. Volume	
	Volume of Rectangular Prism	<ul style="list-style-type: none"> Identifying length, width and height of a rectangular prism. Calculating volume of a rectangular prism.
	Composite Figures	<ul style="list-style-type: none"> Decompose 2-D and 3-D composite shapes into separate smaller shapes. Find the area of 2-D composite figures. Find the volume of 3-D composite figures.
	Finding Missing Dimensions	<ul style="list-style-type: none"> Identify missing dimensions of a rectangular prism. Calculate the missing dimensions of a rectangular prism given volume and two of the dimensions.
	Applications of Volume	<ul style="list-style-type: none"> Apply the volume of rectangular prisms in real world applications.
	The Coordinate Plane	<ul style="list-style-type: none"> Define and draw the first quadrant of the coordinate plane using a pair of perpendicular lines, or axes, that intersect at the zero point of each line.
	Identifying Coordinate Points	<ul style="list-style-type: none"> Identify ordered pairs on the coordinate plane.
	Plotting Coordinate Points	<ul style="list-style-type: none"> Explain how to plot an ordered pair on the coordinate plane.
6	Graphing Figures on the Coordinate Plane	<ul style="list-style-type: none"> Graph ordered pairs to create geometric figures in the first quadrant of the coordinate plane.
	Identify Missing Points	<ul style="list-style-type: none"> Identify missing ordered pairs in geometric figures.
	Problem Solving with the Coordinate Plane	<ul style="list-style-type: none"> Represent real world problems by graphing points in the first quadrant.

Math 5 B Syllabus

Module	Lesson Title	Objectives
	Special Quadrilaterals	<ul style="list-style-type: none"> Define and describe attributes of quadrilaterals.
	Common Attributes	<ul style="list-style-type: none"> Use reasoning to classify quadrilaterals according to shared attributes.
	Lines of Symmetry	<ul style="list-style-type: none"> Identify lines of symmetry in quadrilaterals.
	Polygons and Prefixes	<ul style="list-style-type: none"> Define prefixes and their meaning as related to polygons: tri-, quad-, pent-, hex-, hept -, oct-.
	Hierarchy of Quadrilaterals	<ul style="list-style-type: none"> Create a hierarchy diagram of quadrilaterals.
	Regular and Irregular Polygons	<ul style="list-style-type: none"> Compare and contrast the attributes of regular and irregular polygons.
	Lines of Symmetry of Polygons	<ul style="list-style-type: none"> Identify lines of symmetry in polygons.

Math 6A

Course Syllabus

Suggested Prerequisites

A passing grade in 5th grade math.

Course Description

In this course, students will build on previously learned concepts like adding, subtracting, multiplying, and dividing. They will deepen their knowledge of arithmetic with fractions and work with decimals and negative numbers. They will apply these new skills to help solve real-world problems using statistics, ratios, unit conversions, and geometry, as well as expand their ability to write and evaluate expressions, including ones involving new concepts like variables and exponents. Students will also begin working with equations and learn what it means to solve them.

Course Objectives

- Calculate sums of whole numbers by adding them.
- Calculate differences of whole numbers by subtracting them.
- Calculate products of whole numbers by multiplying them.
- Find quotients of whole numbers by dividing them.
- Calculate quotients and remainders by applying the partial quotients method.
- Calculate quotients and remainders by applying the standard algorithm.
- Rewrite a number by finding its prime factorization.
- Find the greatest common factor of two numbers by comparing their prime factorizations.
- Find the least common multiple of two numbers by comparing their factors and multiples.
- Find sums of fractions and mixed numbers by adding them.
- Find differences of fractions and mixed numbers by subtracting them.
- Rewrite fractions and mixed numbers by reducing them or finding a common denominator.
- Find products of fractions and mixed numbers by multiplying them.
- Find quotients of fractions and mixed numbers by dividing them.
- Find sums of decimal numbers by adding them.
- Find differences of decimal numbers by subtracting them.
- Find products of decimal numbers by multiplying them.
- Find quotients of decimal numbers by dividing them.
- Describe situations by applying the basics of ratios.
- Find equivalent ratios by comparing numbers.
- Identify statistical questions by applying definitions.
- Compare parts to wholes by applying the basics of percents.

Math 6A Syllabus

- Solve problems with percents by finding the part or the whole.
- Create statistical questions by analyzing situations.
- Compare fractions to decimals and percents by plotting them on the number line.
- Order lists of fractions, decimals, and percents by comparing their locations on the number line.
- Solve word problems with fractions, decimals, and percents by applying the appropriate operation.
- Describe integers by applying definitions.
- Describe real-world situations by applying the basics of integers.
- Visualize integers by plotting them on number lines.
- Order integers by comparing their locations on number lines.
- Describe integers on a vertical number line by applying the balloons and weights model.
- Find sums of integers by drawing diagrams on a number line.
- Find sums of integers by applying algorithms.
- Create frequency tables by examining sets of data.
- Create histograms by examining sets of data.
- Subtract integers by applying the balloons and weights model.
- Subtract integers by applying algorithms.
- Solve mixed addition and subtraction problems with integers by applying the Associative Property.
- Interpret the meaning of multiplication and division of integers by applying real-world models.
- Find products of integers by multiplying them.
- Find quotients of integers by dividing them.
- Create circle graphs (pie charts) by examining sets of data.
- Express repeated multiplication by rewriting it with exponents.
- Evaluate expressions by applying the basics of exponents.
- Evaluate expressions by applying the order of operations.
- Describe variables by naming them with symbols or letters.
- Write expressions with variables by translating words into mathematical notation.
- Create stem-and-leaf plots by examining sets of data.

- Evaluate expressions by substituting for variables and simplifying.
- Analyze data by calculating medians.
- Rewrite expressions with variables by applying properties of numbers.
- Summarize data sets by creating box-and-whisker plots.
- Model real-life situations by translating descriptions into mathematical notation.
- Determine if an equation with variables is true by substituting and evaluating expressions.
- Solve for missing values in equations by completing input-output tables.
- Solve equations by applying the Subtraction Property of Equality.
- Solve equations by applying the Division Property of Equality.
- Solve word problems by applying properties of equality.

Math 6A Syllabus

- Analyze data by creating and interpreting dot plots.
- Convert units within the US Customary System by applying ratio concepts.
- Convert units within the metric system by applying ratio concepts.
- Convert between units in the US Customary System and the metric system by applying ratio concepts.
- Analyze data by calculating and interpreting means.
- Describe points with ordered pairs by examining graphs in the coordinate plane.
- Create a visual representation of an ordered pair by plotting points in the coordinate plane.
- Transform ordered pairs by reflecting points over axes in the coordinate plane.
- Describe data sets by identifying symmetries and peaks.
- Calculate the area of a rectangle by applying a formula.
- Calculate the area of a triangle by comparing it to other shapes.
- Calculate the area of a triangle by applying a formula.
- Calculate the area of a special quadrilateral by dividing it into simpler shapes.
- Calculate the area of a polygon by dividing it into simpler shapes.
- Understand volume of three-dimensional shapes by using unit cubes.
- Calculate volumes by counting unit cubes.
- Calculate volumes by applying formulas.
- Represent three-dimensional shapes by creating two-dimensional nets.
- Calculate surface areas by using formulas.
- Calculate surface areas by studying nets.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Math 6A Syllabus

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and animations to aid learning.

Enrichment (one per lesson)

Check Your Understanding

These interactive exercises use 15 questions to assess students' mastery of the lesson's concepts, as well as previously learned concepts that they will see again on the final exam. The questions provide generic correct/incorrect feedback, and provide the complete and correct solution if students answer incorrectly a maximum of two to three times.

Assessment

Workbook

These computer-graded activities use targeted questions to assess students' mastery of an activity's objectives. They appear after each activity of all lessons in Units 1-5, as well as the first four lessons of Unit 6.

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5, and the first four lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Math 6A Syllabus**Discussions**

These activities provide students with the opportunity to discuss mathematical concepts prior to the lesson's Learn activities in order to activate prior knowledge. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Projects

These activities are assessments that address statistics standards in context and generally include a simple essay that is graded by the teacher. Projects require students to apply their knowledge and writing capabilities to demonstrate mastery of statistics content. There are Projects in Units 2, 3, 4, and 5.

Math 6A Syllabus**Schedule of Work****Unit 1: Whole Numbers and Fractions**

- A. Discussion (Lessons 1-5)
- B. Learn (Lessons 1-5)
 - a. Key Terms
 - b. Text: Operations with Whole Numbers; Division and Factors of Whole Numbers; Greatest Common Factor and Least Common Multiple; Adding and Subtracting Fractions; Multiplying and Dividing Fractions
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 1-5)
- D. Checkpoint (Lessons 1-4)
- E. Unit 1 Exam (Lesson 5)

Unit 2: Decimals, Ratios, and Percents

- A. Discussion (Lessons 6-10)
- B. Learn (Lessons 6-10)
 - a. Key Terms
 - b. Text and Videos: Operations with Decimals; Ratios; Percents; Comparing Fractions, Decimals, and Percents; Word Problems with Fractions, Decimals, and Percents
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 6-10)
- D. Checkpoint (Lessons 6-9)
- E. Unit 2 Exam (Lesson 10)
- F. Project (Lessons 7 and 9)

Math 6A Syllabus**Unit 3: Integers and Exponents**

- A. Discussion (Lessons 11-15)
- B. Learn (Lessons 11-15)
 - a. Key Terms
 - b. Text and Videos: Introduction to Integers; Adding Integers; Subtracting Integers; Multiplying and Dividing Integers; Exponents
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 11-15)
- D. Checkpoint (Lessons 11-14)
- E. Unit 3 Exam (Lesson 15)
- F. Project (Lessons 12, 13, and 14)

Unit 4: Variables and Expressions

- A. Discussion (Lessons 16-20)
- B. Learn (Lessons 16-20)
 - a. Key Terms
 - b. Text and Videos: Order of Operations; Working with Variables; Evaluating Expressions; Equivalent Expressions; Modeling with Expressions
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 16-20)
- D. Checkpoint (Lessons 16-19)
- E. Unit 4 Exam (Lesson 20)
- F. Project (Lessons 17, 18, and 19)

Math 6A Syllabus**Unit 5: Equations and Figures in Two Dimensions**

- A. Discussion (Lessons 21-25)
- B. Learn (Lessons 21-25)
 - a. Key Terms
 - b. Text and Videos: Equations; Solving Equations; Converting Units; The Coordinate Plane; Areas of Rectangles and Triangles
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 21-25)
- D. Checkpoint (Lessons 21-24)
- E. Unit 5 Exam (Lesson 25)
- F. Project (Lessons 22, 23, and 24)

Unit 6: Polygons and Three-Dimensional Shapes

- A. Discussion (Lessons 26-29)
- B. Learn (Lessons 26-29)
 - a. Key Terms
 - b. Text and Videos: Areas of Polygons; Volumes of Rectangular Prisms; Representing Shapes with Nets; Finding Surface Areas; Review and Final Exam
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 26-30)

Math 6A Syllabus

- D. Checkpoint (Lessons 26-29)
- E. Unit 6 Exam (Lesson 29)
- F. Course Final Exam (Lesson 30)
- G. Course Summary (Lesson 30)
- H. Course Bibliography (Lesson 30)

Math 6B

Course Syllabus

Suggested Prerequisites

A passing grade in 5th grade math and Math 6A.

Course Description

In this course, students will build on previously learned concepts, like positive and negative integers and fractions, to learn about rational numbers and how to compare them. They will find the distance between points, both on the number line and in the coordinate plane, and then solve geometry problems involving these concepts. They will study the relationships between variables and how to represent them in different ways. They will learn about ratios and unit rates, and then use them to solve real-world problems. Students will also work with data and discover different ways to display data and how to describe data mathematically.

Course Objectives

- Review the meaning of integers by examining opposites.
- Order integers by plotting them on the number line.
- Calculate sums of integers by applying number line concepts.
- Calculate differences of integers by rewriting subtraction as addition.
- Calculate products and quotients of integers by multiplying and dividing them.
- Describe situations by applying the basics of rational numbers.
- Order rational numbers by plotting them on a number line.
- Interpret inequalities by translating them into words.
- Describe situations by writing inequalities.

- Identify solutions to inequalities by using substitution.
- Describe solution sets for inequalities by graphing them.
- Identify solution sets of inequalities by using substitution.
- Calculate absolute value by applying the definition.
- Interpret absolute value by recognizing distance from 0 on the number line.
- Order absolute values of numbers by comparing their magnitudes.
- Interpret a real-life situation by relating it to the magnitude and sign of a number.
- Solve word problems involving banking by applying absolute value concepts.
- Solve word problems involving sea level by applying absolute value concepts.

Math 6B Syllabus

- Locate points in a coordinate plane by examining a graph or plotting ordered pairs.
 - Find the distance between a point and an axis by applying absolute value concepts.
 - Find the distance between two points by applying absolute value concepts.
 - Identify vertices of polygons in the coordinate plane by examining a graph.
 - Graph polygons in the coordinate plane by plotting points and drawing line segments.
 - Calculate side lengths of polygons in the coordinate plane by applying absolute value concepts.
 - Solve word problems involving maps by calculating distances in the coordinate plane.
 - Calculate areas of shapes in the coordinate plane by analyzing vertices and distances.
 - Find the missing vertex of a polygon in the coordinate plane by comparing ordered pairs.
-
- Represent mathematical operations by writing expressions.
 - Describe real-world situations by writing expressions.
 - Simplify expressions by rewriting repeated operations.
 - Rewrite expressions by applying the Distributive Property.
 - Simplify expressions by combining like terms.
 - Describe relationships between independent and dependent variables by using words.
 - Describe relationships between independent and dependent variables by using tables of values.
 - Describe relationships between independent and dependent variables by writing equations.
 - Represent relationships between independent and dependent variables by plotting points in a coordinate plane.
 - Write equations that represent relationships between independent and dependent variables by interpreting a graph.
 - Evaluate expressions by substituting for a variable.
 - Solve equations by applying properties of equality.
 - Describe real-life situations by modeling them with ratios.
 - Represent ratios by creating visual models.
 - Analyze situations by applying ratio reasoning to visual models.
 - Analyze situations involving ratios by examining tables of values.
 - Create graphs by plotting points that satisfy a ratio relationship.
 - Compare ratios by examining graphs and tables.
 - Identify unit rates by analyzing situations.
-
- Connect unit rates to ratios by rewriting them.
 - Solve problems by calculating unit rates.
 - Solve problems that represent real-life situations by calculating unit rates.
 - Determine whether a question is statistical by analyzing it.
 - Determine whether conclusions are valid by analyzing statistical studies.
 - Display data by creating dot plots.

Math 6B Syllabus

- Calculate the mode and number of observations by examining a dot plot.
- Calculate the range of a data set by examining a dot plot.
- Display data by creating histograms.
- Calculate the number of observations by examining a histogram.
- Calculate the mode and range by examining a data set.
- Find a measure of center in a data set by calculating the mean.
- Find a measure of spread in a data set by calculating the mean absolute deviation.
- Create stem-and-leaf plots by examining sets of data.
- Identify a measure of center in a data set by finding the median.
- Analyze data sets by comparing their means and medians.
- Describe the spread of data by calculating quartiles and interquartile range.
- Display and interpret data by creating a box-and-whisker plot.
- Analyze changes to data sets by identifying effects on the mean, median, mode, or range.
- Analyze the effects of outliers by calculating measures of center and spread.
- Describe the distribution of a data set by examining its chart, plot, or graph.
- Choose the best measures of center and spread for a data set by analyzing its distribution.

Required Materials

- Internet browser
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Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Math 6B Syllabus

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and animations to aid learning. Instructional videos may be embedded within the three text pieces for each lesson. These instructional videos provide additional examples or alternate methods of solving problems similar to those presented in the text.

Enrichment (one per lesson)

Check Your Understanding

These interactive exercises use 15 questions to assess students' mastery of the lesson's concepts, as well as previously learned concepts that they will see again on the final exam. The questions provide generic correct/incorrect feedback and provide the complete and correct solution if students answer incorrectly a maximum of two to three times.

Assessment

Workbook

These computer-graded activities use targeted questions to assess students' mastery of an activity's objectives. They appear after each activity of all lessons in Units 1–5, as well as the first three lessons of Unit 6.

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1–5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Math 6B Syllabus**Discussions**

These activities provide students with the opportunity to discuss mathematical concepts prior to the lesson's Learn activities in order to activate prior knowledge. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Projects

These activities are assessments that address writing standards in context and generally include a simple essay that is graded by the teacher. Projects require students to apply their knowledge and writing capabilities to demonstrate mastery of statistics content. There are projects in the middle lesson of Units 2, 3, 4, and 5.

Math 6B Syllabus**Schedule of Work****Unit 1: Numbers and Inequalities**

- A. Discussion (Lessons 1-5)
- B. Learn (Lessons 1-5)
 - a. Key Terms
 - b. Text and Videos: Integers; Operations with Integers; Rational Numbers; Inequalities; Solution Sets for Inequalities
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 1-5)
- D. Checkpoint (Lessons 1-4)
- E. Unit 1 Exam (Lesson 5)

Unit 2: Absolute Value and Distance

- A. Discussion (Lessons 6-10)
- B. Learn (Lessons 6-10)
 - a. Key Terms
 - b. Text and Videos: Absolute Value; Absolute Value in the Real World; Distance in the Coordinate Plane; Shapes in the Coordinate Plane; Problem Solving in the Coordinate Plane
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 6-10)
- D. Checkpoint (Lessons 6-9)
- E. Project (Lesson 8)
- F. Unit 2 Exam (Lesson 10)

Math 6B Syllabus**Unit 3: Variables and Relationships**

- A. Discussion (Lessons 11-15)
- B. Learn (Lessons 11-15)
 - a. Key Terms
 - b. Text and Videos: Using Variables; Equivalent Expressions; Independent and Dependent Variables; Equations and Graphs for Relationships; Problem Solving with Relationships
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 11-15)
- D. Checkpoint (Lessons 11-14)
- E. Project (Lesson 13)
- F. Unit 3 Exam (Lesson 15)

Unit 4: Ratios and Rates

- A. Discussion (Lessons 16-20)
- B. Learn (Lessons 16-20)
 - a. Key Terms
 - b. Text: Ratios; Ratios in Tables and Graphs; Comparing Ratios; Unit Rates; Problem Solving with Unit Rates
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 16-20)
- D. Checkpoint (Lessons 16-19)
- E. Project (Lesson 18)
- F. Unit 4 Exam (Lesson 20)

Math 6B Syllabus**Unit 5: Data, Means, and Variability**

- A. Discussion (Lessons 21-25)
- B. Learn (Lessons 21-25)
 - a. Key Terms
 - b. Text and Videos: Data, Measurement, and Conclusions; Dot Plots and the Spread of Data; Histograms and the Spread of Data; Means and the Mean Absolute Deviation; Medians and Stem-and-Leaf Plots
 - c. Workbooks
- C. Enrichment (Check Your Understanding: Lessons 21-25)
- D. Checkpoint (Lessons 21-24)
- E. Project (Lesson 23)
- F. Unit 5 Exam (Lesson 25)

Unit 6: Medians and Statistical Summaries

- Discussion (Lessons 26-29)
- Learn (Lessons 26-29)
 - Key Terms
 - Text and Videos: Quartiles and Box-and-Whisker plots; The Effect of Changing a Data Set; Determining the Best Statistical Summary; Review of Units 1–4; Review of Units 5–6 and Final Exam
 - Workbooks
- Enrichment (Check Your Understanding: Lessons 26-30)
- Checkpoint (Lessons 26-28)
- Unit 6 Exam (Lesson 28)
- Course Final Exam (Lesson 30)
- Course Summary (Lesson 30)
- Course Bibliography (Lesson 30)

Math 7A

Course Syllabus

Suggested Prerequisites

Sixth Grade Math

Course Description

In this course, students begin with adding and multiplying rational numbers by using number lines, rules, and properties. Then, they move their focus to proportional relationships given in tables, diagrams, graphs, equations, and verbal descriptions. They also learn how to solve problems by finding and comparing unit rates. Next, they rewrite expressions using properties, as well as write and solve simple linear equations by using different methods. The next area of study is probability and statistics, where they will interpret and calculate simple probabilities, as well as learn about populations and samples. Finally, they move on to geometry and learn how to solve problems about scale drawing, circles, and angle relationships and draw some geometric shapes.

Course Objectives

- Explain opposite values by describing situations or representing them on a number line.
- Add rational numbers by using number lines and rules.
- Multiply rational numbers by using rules and properties of multiplication.
- Interpret sums and products of rational numbers from situations.
- Identify proportional relationships by analyzing graphs, tables, diagrams, equations, and verbal descriptions.
- Solve problems by finding unit rates.
- Rewrite expressions by using properties.
- Solve problems by using a variety of methods, such as tables, graphs, and diagrams.
- Write and solve equations that represent situations.
- Compare methods of solving problems by analyzing the solutions.
- Find the estimated and expected probability of an event by using frequencies, a formula, or a probability model.
- Identify and design probability models by using given information.
- Estimate frequencies of events by using probabilities.
- Compare and contrast expected and estimated probabilities by examining given information.
- Determine whether samples represent a population by analyzing the sample and how it was chosen.
- Estimate data values for a population by using values from a sample.

Math 7A Syllabus

- Make predictions or decisions for a problem by interpreting data.
- Solve problems by using scale drawings of geometric figures.
- Draw geometric figures by using given information.
- Solve problems involving circles by using the circumference and area formulas.
- Describe the relationship between the area and circumference of a circle.
- Solve problems involving angle relationships by writing and solving expressions and equations.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Texts and Videos

Students are introduced to the main concepts of each lesson. The texts consist of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. Instructional videos may be embedded within the three text pieces for each lesson. These instructional videos provide additional examples or alternate methods of solving problems similar to those presented in the text.

Step-by-Step Example Problem

Students are provided with interactive problems designed to help them practice the skills they learn in the text and video activities. These problems provide unique feedback based on student responses. Students are taken through problems in small steps to help guide them to the correct answers.

Math 7A Syllabus

Workbook

Students are provided with one or more problems after each text piece in the lesson to allow them the opportunity to practice the skills and concepts they just learned in the text.

Assessment

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include between 20 and 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Discussions

There are three discussion boards in each unit. These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Projects

These activities are assessments that address standards in context. Each project consists of three parts. Students complete their work for all three parts and then upload their answers for the teacher to grade. Projects require students to apply their knowledge and writing capabilities to demonstrate mastery of the lesson/unit content. There are Projects in Units 1, 2, and 3.

Math 7A Syllabus**Schedule of Work****Unit 1: The Number System**

- A. Learn (Lessons 1-5)
 - Key Terms
 - Text and Videos: Opposite Values; Add on the Number Line; Sums of Rational Numbers; Products of Rational Numbers; The Distributive Property
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 1, 3, and 4)
- C. Checkpoint (Lessons 1-4)
- D. Unit 1 Exam (Lesson 5)
- E. Project (Lessons 3, 4, and 5)

Unit 2: Ratios and Proportions

- A. Learn (Lessons 6-10)
 - Key Terms
 - Text and Videos: Unit Rates; Unit Rates in Graphs; Unit Rates in Diagrams and Tables; Unit Rates in Equations; Unit Rates in Verbal Descriptions
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 6, 8, and 10)
- C. Checkpoint (Lessons 6-9)
- D. Unit 2 Exam (Lesson 10)
- E. Project (Lessons 7, 9, and 10)

Math 7A Syllabus**Unit 3: Expressions and Equations**

- A. Learn (Lessons 11-15)
 - Key Terms
 - Text and Videos: Expressions with Addition and Subtraction; Expressions with the Distributive Property; Interpret Situations; Solve Equations; Compare Methods of Problem Solving
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 11, 13, and 14)
- C. Checkpoint (Lessons 11-14)
- D. Unit 3 Exam (Lesson 15)
- E. Project (Lessons 13, 14, and 15)

Unit 4: Probability

- A. Learn (Lessons 16-20)
 - Key Terms
 - Text and Videos: Probability Basics; Probability Models; Events with Equal Chances; Events with Unequal Chances; Compare Probabilities
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 16, 19, and 20)
- C. Checkpoint (Lessons 16-19)
- D. Unit 4 Exam (Lesson 20)

Math 7A Syllabus**Unit 5: Samples and Inferences**

- A. Learn (Lessons 21-25)
 - Key Terms
 - Text and Videos: Populations and Samples; Collect Random Samples; Use Random Samples; Interpret Sample Results; Make Predictions
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 21, 22, and 25)
- C. Checkpoint (Lessons 21-24)
- D. Unit 5 Exam (Lesson 25)

Unit 6: Geometry

- A. Learn (Lessons 26-29)
 - Key Terms
 - Text and Videos: Scale Drawings; Geometric Figures; Area and Circumference; Angle Relationships
 - Step-by-Step Example Problem
 - Workbook
- B. Unit 1-Unit 6 Reviews (Lesson 30)
- C. Discussion (Lessons 26, 27, 29, and 30)
- D. Checkpoint (Lessons 26-28)
- E. Unit 6 Exam (Lesson 29)
- F. Course Final Exam (Lesson 30)
- G. Course Summary (Lesson 30)

Math 7B

Course Syllabus

Suggested Prerequisites:

Math 6A, Math 6B, Math 7A

Course Description

In this course, students begin learning different methods such as number lines, rules, and properties to simplify arithmetic operations, focusing on subtraction and division. Then, they move their focus to proportional relationships to solve real-world problems. Next, they rewrite expressions using properties, as well as write and solve linear equations and inequalities. The next area of study is probability and statistics, where they will interpret and calculate compound probabilities, as well as learn about comparing two data sets of random samples to make conclusions about the populations the data sets represent. Finally, they move on to geometry and learn how to solve problems about areas, surface areas, and volumes, and identify the cross sections of some geometric shapes.

Course Objectives

- Subtract rational numbers by using number lines and rules.
- Solve distance problems by using number lines and differences.
- Add and subtract rational numbers by applying strategies.
- Multiply and divide rational numbers by using rules, properties of multiplication, and applying strategies.
- Write fractions as decimals.

- Interpret points related to proportional real-world situations by analyzing their graphs, tables, diagrams, and verbal descriptions.
- Write equations by finding unit rates from graphs, tables, diagrams, and verbal descriptions.
- Solve ratio and percent problems by using proportional relationships.
- Write equivalent expressions and explain their relationships.
- Write and solve linear equations that represent situations involving rational numbers.
- Check the reasonableness of solutions of linear equations.

- Write and solve linear inequalities involving rational numbers.
- Graph and interpret the solutions of linear inequalities that represent situations.
- Find simple probabilities by using frequencies, formulas, or simulations.
- Find compound probabilities by using organized lists, tables, tree diagrams, or simulations.

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- Determine the likelihood of simple and compound events by finding their probabilities.
- Design probability simulations by using devices.
- Find measures of center and measures of variability for random samples by using graphs or numerical data
- Describe the difference between two medians or means by using measures of variability.
- Compare the variability in data sets by using graphs and statistical calculations.
- Make conclusions for populations by comparing the variability in data sets.
- Solve problems involving area, surface area, and volume of two- and three-dimensional figures by using the formulas.
- Identify and describe two-dimensional cross sections of three-dimensional figures by analyzing results from slicing three-dimensional figures.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons that present material in multiple ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

* Please note: In computer-graded assessments, a negative sign or subtraction symbol must be entered as a hyphen to be recognized by the system. Students have attempted to use other symbols, which the system marks incorrect. To avoid the need to manually change assessment scores, it would be helpful to communicate with students regarding how to best handle this issue on their devices.

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Texts and Videos

Students are introduced to the main concepts of each lesson. The texts consist of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. Instructional videos

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may be embedded within the three text pieces for each lesson. These instructional videos provide additional examples or alternate methods of solving problems similar to those presented in the text.

Step-by-Step Example Problem

Students are provided with problems designed to help them practice the skills they learn in the text and video activities. Students are taken through problems in small steps to help guide them to the correct answers.

Workbook

Students are provided with one or more problems after each text piece in the lesson to allow them the opportunity to practice the skills and concepts they just learned in the text.

Assessment

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of units 1-5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include between 20 and 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Discussions

There are three discussion boards in each unit. These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Math 7B Syllabus**Schedule of Work****Unit 1: The Number System**

- A. Learn (Lessons 1-5)
 - Key Terms
 - Text and Videos: Difference of Rational Numbers; Strategies for Addition and Subtraction; Distance on the Number Line; Quotients of Rational Numbers; Strategies for Multiplication and Division
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 1, 4, and 5)
- C. Checkpoint (Lessons 1-4)
- D. Unit 1 Exam (Lesson 5)

Unit 2: Ratios and Proportions

- A. Learn (Lessons 6-10)
 - Key Terms
 - Text and Videos: Proportional Relationships in Graphs; Proportional Relationships in Tables and Diagrams; Proportional Relationships in Verbal Descriptions; Percent Calculations; Percent Applications
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 7, 8, and 10)
- C. Checkpoint (Lessons 6-9)
- D. Unit 2 Exam (Lesson 10)

Math 7B Syllabus**Unit 3: Expressions and Equations**

- A. Learn (Lessons 11-15)
 - Key Terms
 - Text and Videos: Equivalent Expressions; Solve Percent Problems Using Equations; Solve Problems Involving Rational Numbers; Write and Solve Inequalities; Graph and Interpret Inequalities
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 11, 13, and 14)
- C. Checkpoint (Lessons 11-14)
- D. Unit 3 Exam (Lesson 15)

Unit 4: Probability

- A. Learn (Lessons 16-20)
 - Key Terms
 - Text and Videos: Probabilities of Simple Events; Probabilities of Compound Events; Use Lists and Tables for Compound Probabilities; Use Tree Diagrams for Compound Probabilities; Use Simulations for Compound Events
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 18, 19, and 20)
- C. Checkpoint (Lessons 16-19)
- D. Unit 4 Exam (Lesson 20)

Math 7B Syllabus**Unit 5: Statistics**

- A. Learn (Lessons 21-25)
 - Key Terms
 - Text and Videos: Compare Data Using Tables; Compare Data Using Dot Plots; Compare Means Using Dot Plots; Compare Data Using Box Plots; Compare Medians Using Box Plots
 - Step-by-Step Example Problem
 - Workbook
- B. Discussion (Lessons 21, 23, and 25)
- C. Checkpoint (Lessons 21-24)
- D. Unit 5 Exam (Lesson 25)

Unit 6: Geometry

- A. Learn (Lessons 26-29)
 - Key Terms
 - Text and Videos: Area of Polygons; Surface Area of Three-Dimensional Figures; Volume of Three-Dimensional Figures; Cross Sections
 - Step-by-Step Example Problem
 - Workbook
- B. Unit 1-Unit 6 Reviews (Lesson 30)
- C. Discussion (Lessons 27, 28, 29, and 30)
- D. Checkpoint (Lessons 26-28)
- E. Unit 6 Exam (Lesson 29)
- F. Course Final Exam (Lesson 30)
- G. Course Summary (Lesson 30)

Math 8A

Course Syllabus

Suggested Prerequisites

Sixth Grade and Seventh Grade (Math 7A and Math 7B) Math.

Course Description

In this course, students begin with the fundamentals of algebra, where they compare, order, and perform operations on rational and irrational numbers, use inverse operations to solve for a variable in one- and two-step equations, write and solve two-step equations from contextual situations, and analyze properties of functions, focusing on linear functions. The next area of study is very large and very small numbers, where they will solve expressions involving powers of a common base, convert numbers to and from scientific notation, and perform operations on numbers in scientific notation. They will then move on to geometry, where they will perform rigid transformations on figures and prove congruence of figures through a series of rigid transformations.

Course Objectives

- Write rational numbers in equivalent forms.
- Add, subtract, multiply, and divide rational numbers.
- Simplify expressions using the order of operations.
- Solve simple equations using inverse operations.
- Write and solve equations that represent situations.
- Analyze relationships in two variables from graphs and tables.
- Define special relationships as functions and represent them in different ways.
- Evaluate linear functions using graphs and equations.
- Identify and compare properties of linear functions.
- Graph linear functions.
- Evaluate and rewrite expressions that have integer exponents.
- Rewrite and compare very large and very small numbers.
- Interpret different representations of very large and very small numbers.
- Add, subtract, multiply, and divide very large and very small numbers.
- Classify numbers as counting numbers, whole numbers, integers, rational numbers, and irrational numbers.
- Evaluate square roots of perfect squares.
- Solve equations using square roots.

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- Estimate and compare the values of irrational numbers.
- Locate numbers on a number line.
- Solve problems using the Pythagorean Theorem.
- Verify the properties of rigid transformations on figures by using technology.
- Identify mapping statements for transformations.
- Find the coordinates of a transformation's image.
- Identify congruent figures using transformations.
- Explain relationships between angles formed with parallel lines.
- Explain relationships between angles in a triangle.
- Explain why the Pythagorean Theorem works.
- Use geometric relationships to solve problems.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following these unit introductions are the lessons, which include the activities outlined below.

Prepare to Learn

These activities provide a review of the prior lesson(s) to keep students' skills sharp and prepare them for applying those skills in the new lesson they are starting.

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Math 8A Syllabus

Text and Videos

Students are introduced to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. One or more instructional videos may be embedded within each of the three concepts that appear in each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Step-by-Step Example Problem(s)

Students are provided with one or more problems designed to help them practice the skills they learn in the text and video activities. These problems provide unique feedback based on student responses. Students are taken through problems in smaller steps to help guide them to the correct answers.

Try It! Problem(s)

Students are provided with one or more problems to give them necessary practice, using the skills they just learned in the text and videos. These are single-step problems that provide unique feedback on correct and incorrect answers.

Enrichment (Four Types, One per Lesson)

Practice

These interactive exercises utilize up to 10 questions to assess students' mastery of the lesson's concepts. The questions provide generic correct/incorrect feedback, but they do provide/explain the correct answer if students answer incorrectly a maximum of two to three times.

Interactive

These activities engage students with an interactive tool that helps deepen their understanding of the concepts. The interactive tools involve input from students and display information and feedback based on the students' manipulation of the tool.

Exploration

These activities are just like the Interactive activities, but they also entail a small number of questions for students to answer based on their experiences with the interactive tool. These are "math lab" style activities that have students answer questions regarding their observations.

Word Problem Investigation

These activities are interactive, and they provide students with an opportunity to analyze word problems based on the lesson's concepts. Students explore and learn new ways to approach a problem while also testing their mathematical knowledge.

Assessment

Math 8A Syllabus

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives.

Unit Exam

These computer-graded activities include 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussion is a non-graded activity. However, at their discretion, teachers may use these activities to evaluate students' mathematical thinking and strategies.

Check Your Understanding

These activities provide students with two to five problems that assess their comprehension of concepts taught in the lesson. Students are encouraged to save their answers to these questions until Lesson 30, where they are given the answers and explanations for the problems in order to prepare for the Final Exam.

Project

These activities are assessments that generally include a simple essay that is graded by the teacher. Projects require students to apply their knowledge and writing capabilities to demonstrate mastery of the lesson/unit content. Included as part of the Project in Unit 2 and Unit 4 is the Close Reading exercise, which assesses students' literacy and writing abilities. See the Projects document of the Teacher Resource Guide for more information on the Close Reading exercise, including grading rubrics. Unit 6 of the course does not include a Project.

Math 8A Syllabus**Schedule of Work****Unit 1: Rational Numbers**

- A. Prepare to Learn (Lessons 1-5)
- B. Learn (Lessons 1-5)
 - Key Terms
 - Text and Videos: Equivalent Forms of Rational Numbers; Multiplying and Dividing Rational Numbers; Adding and Subtracting Rational Numbers; Working Backward; Solving One- and Two-Step Equations
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Practice: Lessons 1, 2, 3, and 5; Word Problem Investigation: Lesson 4)
- D. Discussion (Lessons 1-5)
- E. Check Your Understanding (Lessons 1-5)
- F. Checkpoint (Lessons 1-4)
- G. Unit 1 Exam (Lesson 5)
- H. Project 1 (Lessons 1-5)

Unit 2: Algebra Fundamentals

- A. Prepare to Learn (Lessons 6-10)
- B. Learn (Lessons 6-10)
 - Key Terms
 - Text and Videos: Equations for Situations; Two-Dimensional Solutions; Two-Dimensional Relationships; Analyzing Graphs of Situations; The Concept of a Function
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Word Problem Investigation: Lessons 6 and 9; Interactive: Lesson 7; Exploration: Lesson 8; Practice: Lesson 10)
- D. Discussion (Lessons 6-10)
- E. Check Your Understanding (Lessons 6-10)
- F. Checkpoint (Lessons 6-9)
- G. Unit 2 Exam (Lesson 10)
- H. Project—Close Reading (Lessons 7 and 8)

Math 8A Syllabus**Unit 3: Algebraic Strategies**

- A. Prepare to Learn (Lessons 11-15)
- B. Learn (Lessons 11-15)
 - Key Terms
 - Text and Videos: Properties of Linear Functions; Integer Exponents; Properties of Integer Exponents; Very Large and Very Small Numbers; Operations with Large and Small Numbers
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Interactive: Lessons 11 and 14; Practice: Lessons 12, 13, and 15)
- D. Discussion (Lessons 11-15)
- E. Check Your Understanding (Lessons 11-15)
- F. Checkpoint (Lessons 11-14)
- G. Unit 3 Exam (Lesson 15)
- H. Project 3 (Lessons 12-15)

Unit 4: Real Numbers

- A. Prepare to Learn (Lessons 16-20)
- B. Learn (Lessons 16-20)
 - Key Terms
 - Text and Videos: Classifying Numbers; Squares and Square Roots; Rational and Irrational Numbers; Approximations; Applying the Pythagorean Theorem
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Interactive: Lessons 16, 18 and 19; Practice: Lesson 17; Word Problem Investigation: Lesson 20)
- D. Discussion (Lessons 16-20)
- E. Check Your Understanding (Lessons 16-20)
- F. Checkpoint (Lessons 16-19)
- G. Unit 4 Exam (Lesson 20)
- H. Project—Close Reading (Lessons 16, 18, and 20)

Math 8A Syllabus**Unit 5: Rigid Transformations**

- A. Prepare to Learn (Lessons 21-25)
- B. Learn (Lessons 21-25)
 - Key Terms
 - Text and Videos: Translations; Reflections; Rotations; Transformations and Angles; Transformations and Parallel Lines
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Exploration: Lessons 21-25)
- D. Discussion (Lessons 21-25)
- E. Check Your Understanding (Lessons 21-25)
- F. Checkpoint (Lessons 21-24)
- G. Unit 5 Exam (Lesson 25)
- H. Project 5 (Lessons 21-25)

Unit 6: Geometric Relationships

- A. Prepare to Learn (Lessons 26-29)
- B. Learn (Lessons 26-29)
 - Key Terms
 - Text and Videos: Congruence; Angle Pair Relationships; Angle Relationships in Triangles; Dissecting the Pythagorean Theorem; Final Exam
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Interactive: Lessons 26 and 27; Practice: Lessons 28 and 29)
- D. Unit 1-Unit 6 Reviews (Lesson 30)
- E. Discussion (Lessons 26-30)
- F. Check Your Understanding (Lessons 26-29)
- G. Checkpoint (Lessons 26-28)
- H. Unit 6 Exam (Lesson 29)
- I. Course Final Exam (Lesson 30)
- J. Course Summary (Lesson 30)
- K. Course Bibliography (Lesson 30)

Math 8B**Syllabus**

Suggested Prerequisites: Sixth Grade Math, Seventh Grade Math, and Math 8A

Course Description

In this course, students build on and extend the knowledge they gained in Math 8A. After reviewing how to solve one- and two-step equations, they are introduced to multi-step equations and proportions. They apply their knowledge of proportional relationships to geometry, where they perform transformations on figures and prove similarity of figures through a series of rigid transformations and dilations. Next, students extend their knowledge of linear relationships by identifying and comparing properties of lines and their equations. Then, students learn how to solve systems of linear equations using graphs, substitution, and elimination. After that, they build upon their algebraic skills by applying them to statistics, where they analyze and interpret patterns in bivariate data. Finally, students explore and analyze three-dimensional shapes including cylinders, cones, and spheres.

Course Objectives

- Solve equations using the order of operations and inverse operations.
- Determine the number of solutions to equations.
- Solve proportions using properties of equality and cross multiplication.
- Find coordinates of a transformation's image.
- Identify properties of similar figures.
- Identify congruent and similar figures using transformations.
- Explain the relationship between similar triangles and the slope of a line.
- Write equations for proportional relationships.
- Compare proportional relationships presented in different forms.
- Identify properties of linear functions from equations, graphs, tables, and verbal descriptions.
- Determine whether functions are linear by analyzing their equations.
- Compare properties of linear functions that are given in different forms.
- Solve systems of equations using graphs.
- Solve systems of equations using algebra.
- Solve and interpret real-world situations using systems of equations.
- Solve systems of equations by analyzing graphs and equations.
- Represent bivariate data by creating scatter plots and frequency tables.

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- Analyze patterns in data represented in a scatter plot by identifying and classifying associations, clustering, and outliers.
- Identify and analyze lines of fit for data by analyzing patterns in scatter plots.
- Interpret and predict values for a situation by analyzing the line of fit for a scatter plot.
- Interpret data represented in a frequency table by identifying patterns and calculating relative frequencies.
- Evaluate cube roots of perfect cubes.
- Solve equations using cube roots.
- Calculate measures related to the volumes of cylinders, cones, and spheres.
- Solve problems using the volumes of cylinders, cones, and spheres.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Prepare to Learn

These activities provide a review of the prior lesson(s) to keep students' skills sharp and prepare them for applying those skills in the new lesson they are starting.

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Math 8B Syllabus

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. One or more instructional videos may be embedded within each of the three activities that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Step-by-Step Example Problem(s)

Students are provided with one or more multi-step problems designed to help them practice the skills they learn in the text and video activities. These problems provide unique feedback based on student responses. Students are taken through problems in small steps to help guide them to the correct answers.

Try It! Problem(s)

Students are provided with one or more problems to give them necessary practice, using the skills they just learned in the text and videos. These are single-step problems that provide unique feedback on correct and incorrect answers.

Enrichment (four types, one per lesson)

Practice

These interactive exercises use up to 10 questions to assess students' mastery of the lesson's concepts. The questions provide generic correct/incorrect feedback, and provide the complete and correct solution if students answer incorrectly a maximum of two to three times.

Interactive

These activities engage students with an interactive tool that helps deepen their understanding of the concepts. The interactive tools involve input from students and display information and feedback based on the students' manipulation of the tool.

Exploration

These activities are similar to the Interactive activities, but they also entail a small number of questions for students to answer based on their experiences with the interactive tool. These are "math lab" style activities that have students answer questions regarding their observations.

Word Problem Investigation

These activities are interactive, and they provide students with an opportunity to analyze word problems based on the lesson's concepts. Students explore and learn new ways to approach a problem while also testing their mathematical knowledge.

Assessment

Math 8B Syllabus

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Check Your Understanding

These activities provide students with two to five open-ended problems that assess their comprehension of concepts taught in the lesson. Students are encouraged to write down and save their answers to these questions until Lesson 30, where they are given the complete solutions to the problems in order to prepare for the Final Exam.

Project

These activities are assessments that address standards in context and generally include a simple essay that is graded by the teacher. Projects require students to apply their knowledge and writing capabilities to demonstrate mastery of the lesson/unit content. There are Projects in Units 1, 3, and 5.

Math 8B Syllabus**Schedule of Work****Unit 1: Single-Variable Equations**

- A. Prepare to Learn (Lessons 1-5)
- B. Learn (Lessons 1-5)
 - Key Terms
 - Text and Videos: Review Solving Equations; Review Equations for Situations; Solving Multi-Step Equations; Number of Solutions; Solving Proportions
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Practice: Lessons 1, 3, and 4; Word Problem Investigation: Lessons 2, 5)
- D. Discussion (Lessons 1-5)
- E. Check Your Understanding (Lessons 1-5)
- F. Checkpoint (Lessons 1-4)
- G. Unit 1 Exam (Lesson 5)
- H. Project (Lessons 1-5)

Unit 2: Proportional Relationships

- A. Prepare to Learn (Lessons 6-10)
- B. Learn (Lessons 6-10)
 - Key Terms
 - Text and Videos: Rigid Transformations and Congruence; Dilations; Similarity; Similar Triangles and Slope; Comparing Proportional Relationships
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Interactive: Lessons 6 and 8; Practice: Lesson 9; Exploration: Lessons 7 and 10)
- D. Discussion (Lessons 6-10)
- E. Check Your Understanding (Lessons 6-10)
- F. Checkpoint (Lessons 6-9)
- G. Unit 2 Exam (Lesson 10)

Math 8B Syllabus**Unit 3: Linear Equations and Functions**

- A. Prepare to Learn (Lessons 11-15)
- B. Learn (Lessons 11-15)
 - Key Terms
 - Text and Videos: Slopes of Lines; Slope-Intercept Form; Writing Equations of Lines; Linear Functions; Comparing Properties of Linear Functions
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Practice: Lessons 11, 12, and 13; Interactive: Lesson 14; Exploration: Lesson 15)
- D. Discussion (Lessons 11-15)
- E. Check Your Understanding (Lessons 11-15)
- F. Checkpoint (Lessons 11-14)
- G. Unit 3 Exam (Lesson 15)
- H. Project (Lessons 11-15)

Unit 4: Systems of Linear Equations

- A. Prepare to Learn (Lessons 16-20)
- B. Learn (Lessons 16-20)
 - Key Terms
 - Text and Videos: Solving Systems by Graphing; Solving Systems by Substitution; Solving Systems by Elimination; Systems of Equations for Situations; Analyzing Systems of Equations
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Practice: Lessons 16, 17, 18, and 20; Word Problem Investigation: Lesson 19)
- D. Discussion (Lessons 16-20)
- E. Check Your Understanding (Lessons 16-20)
- F. Checkpoint (Lessons 16-19)
- G. Unit 4 Exam (Lesson 20)

Math 8B Syllabus**Unit 5: Bivariate Data**

- A. Prepare to Learn (Lessons 21-25)
- B. Learn (Lessons 21-25)
 - Key Terms
 - Text and Videos: Bivariate Data and Scatter Plots; Associations; Lines of Fit; Frequency Tables; Interpreting Frequency Tables
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Practice: Lesson 21, 22, 24, and 25; Word Problem Investigation: Lesson 23)
- D. Discussion (Lessons 21-25)
- E. Check Your Understanding (Lessons 21-25)
- F. Checkpoint (Lessons 21-24)
- G. Unit 5 Exam (Lesson 25)
- H. Project (Lessons 21, 22, 23, and 25)

Unit 6: Volumes

- A. Prepare to Learn (Lessons 26-29)
- B. Learn (Lessons 26-29)
 - Key Terms
 - Text and Videos: Cubes and Cube Roots; Cylinders and Cones; Spheres; Solving Problems with Volume
 - Step-by-Step Example Problem(s)
 - Try It! Problem(s)
- C. Enrichment (Practice: Lessons 26, 27, and 28; Word Problem Investigation: Lesson 29)
- D. Unit 1-Unit 6 Reviews (Lesson 30)
- E. Discussion (Lessons 26-30)
- F. Check Your Understanding (Lessons 26-29)
- G. Checkpoint (Lessons 26-28)
- H. Unit 6 Exam (Lesson 29)
- I. Course Final Exam (Lesson 30)
- J. Course Summary (Lesson 30)
- K. Course Bibliography (Lesson 30)

Pre-Algebra

Course Syllabus

Course Description

Pre-Algebra is designed to give students the opportunity to build the conceptual understanding and skills necessary to be successful in MAT101 Algebra 1A and MAT102 Algebra 1B.

Students begin this course by reviewing operations with rational numbers. They find factors and multiples of numbers, along with common factors and multiples of sets of numbers. They also add, subtract, multiply, and divide integers, fractions, and mixed numbers. Students apply properties, such as the Distributive, Associative, and Commutative Properties, and use the order of operations to simplify numerical expressions and then algebraic expressions. Next, they work with algebraic equations and use them to solve problems. This is followed by identifying, graphing, and comparing linear relationships. The course concludes with an introduction to functions.

Course Objectives

- Rewrite a number by finding its prime factorization.
- Find the greatest common factor and least common multiple of a set of numbers.
- Add, subtract, multiply, and divide integers.
- Add, subtract, multiply, and divide fractions and mixed numbers.
- Solve word problems.
- Apply properties, such as the Distributive, Associative, and Commutative Properties, to simplify expressions.
- Simplify expressions using the properties of exponents.
- Identify and estimate the value of irrational numbers.
- Simplify expressions using the order of operations.
- Simplify expressions by combining like terms.
- Model a situation with an expression.
- Solve one-step, two-step, and multi-step equations in one variable.
- Find ordered pairs that are solutions to two-variable equations.
- Graph a linear equation and write a linear equation from a graph of a line.
- Determine if a set of ordered pairs is a function.

Required Materials

- Internet browser

Pre-Algebra Syllabus

Course Overview

This course has a different format from other StrongMind courses that students may be familiar with. It has six units. However, the number of lessons in each unit vary. This change was made so concepts could be broken down into smaller chunks and related topics would be grouped together. Each lesson consists of one or two short reading activities that contain reading comprehension questions, a few worked-out examples followed by Workbook problems, and a Checkpoint question to assess learning. Some lessons include videos, interactive activities, and discussion prompts. Each unit begins with a downloadable Reading Review worksheet where students can fill in answers as they complete the reading activities. These worksheets are meant to help students think about the material and take organized notes about the topics. Teachers are encouraged to collect the completed worksheets from students at the end of each unit through the Notes Upload activity. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Course Organization

Reading

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text

Students are introduced to the main concepts of each lesson. After they read the information, they will be asked to complete a matching activity where they fill in the blanks of a close reading assignment. This helps to enhance comprehension and students will know if their answers are correct. Once they have selected the correct answers, they can fill in the Reading Review worksheets that are available at the beginning of each unit. The worksheets also help students keep organized notes of the lessons.

Examples

Worked-Out Example

Some examples are given in a worked-out format where students are shown a problem that is completed a step at a time. These examples show them how to do the types of problems that they will see as Workbook problems and in other assessments.

Step-By-Step Example

Some examples are given in a step-by-step format where students are guided through a problem one step at a time and given feedback on their progress.

Workbook Problems

Pre-Algebra Syllabus

After each example, students will answer a few similar questions on their own. These questions are graded. However, students can complete the assignment multiple times, as needed, to review the problems or increase their score.

Videos

Some lessons will include videos that show students how to complete problems. A comprehension question is asked after each video.

Interactives

Some lessons will include interactives that help students practice a skill or understand a concept through a hands-on activity.

Checkpoint

These computer-graded activities have five to seven questions that assess the skills and concepts that were introduced in the lesson.

Reading Review

Each unit begins with a Reading Review activity. These are downloadable worksheets that contain all the questions from the reading activities that students will encounter in the unit. On the worksheets, students fill in the correct responses from the reading activities. When completed, the worksheets are a set of organized notes that can be reviewed before taking the Unit Exam.

Unit Exam

Practice Exam

Directly before each Unit Exam, students will find a practice exam. The practice exam has practice questions that are very similar to the ones in the Unit Exam. As students answer the questions, they are given feedback and explanations of how to complete each problem.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 20 questions that assess mastery of unit objectives.

Discussions

There are two of these activities per unit that provide students with the opportunity to discuss mathematical concepts. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Notes Upload

Pre-Algebra Syllabus

The Notes Upload activity can be used to check notes and view scratch work. Teachers can request as much or as little as they need to monitor student work and study habits. One suggested use for this activity is to request students to upload their completed Reading Review worksheets.

Schedule of Work

Pre-Algebra Syllabus**Unit 1: Rational Numbers**

Lesson 1: Divisibility Rules and Factors

- Unit 1 Reading Review
- Reading: What Are Factors?
- Interactive: Finding Factors
- Reading: Divisibility Rules
- Example: Using Divisibility Rules to Find Factors
- Checkpoint 1

Lesson 2: Prime Factorization

- Reading: Prime or Composite?
- Reading: Factor Trees
- Example: Making Factor Trees
- Example: Writing the Prime Factorization
- Checkpoint 2

Lesson 3: The Greatest Common Factor

- Reading: The Greatest Common Factor
- Example: The GCF of 28 and 42
- Example: The GCF of 45 and 135
- Checkpoint 3

Lesson 4: The Least Common Multiple

- Reading: The Least Common Multiple
- Example: Finding the LCM by Listing Multiples
- Reading: Another Method for Finding the LCM
- Example: Finding the LCM Using the GCF
- Discussion
- Checkpoint 4

Lesson 5: Understanding Integer

- Reading: Properties of Integers
- Reading: Integers on the Number Line
- Example: Integers on the Number Line
- Reading: Ordering Integers
- Examples: Using the Number Line to Order Integers
- Checkpoint 5

Lesson 6: Adding Integer

Pre-Algebra Syllabus

- Reading: The Balloons-and-Weights Model
- Video: Balloons and Weights
- Infographic: Adding Integers
- Video: Adding Integers
- Example: Adding Integers in Real-World Situations
- Checkpoint 6

Lesson 7: Subtracting Integers

- Reading: Subtracting Integers on the Number Line
- Examples: Subtracting Integers on the Number Line
- Video: Subtracting Integers on the Number Line
- Examples: Mixed Addition and Subtraction
- Interactive: Balloons and Weights
- Example: Subtracting Integers in Real-World Situations
- Checkpoint 7

Lesson 8: Multiplying and Dividing Integers

- Reading: Rules for Multiplying and Dividing Integers
- Example: Multiplying Integers in Real-World Situations
- Examples: Dividing Integers in Real-World Situations
- Video: Multiplying Integers
- Example: Multiplying Integers Using the Associative Property
- Checkpoint 8

Lesson 9: Adding Rational Numbers

- Reading: What Are Rational Numbers?
- Examples: Equivalent Rational Numbers
- Reading: Common Denominators
- Examples: Adding Positive Fractions
- Examples: Adding Negative Fractions
- Example: Adding Rational Numbers in Context
- Checkpoint 9

Lesson 10: Subtracting Rational Numbers

- Reading: Subtracting Fractions and Mixed Numbers
- Example: Subtract Fractions Using the Number Line
- Example: Subtracting Rational Numbers in Context
- Checkpoint 10

Lesson 11: Multiplying Rational Numbers

Pre-Algebra Syllabus

- Reading: Multiplying Fractions and Mixed Numbers
- Examples: Multiplying Fractions
- Example: Multiplying Mixed Numbers
- Example: Multiplying Mixed Numbers in Context
- Example: Multiplying Positive and Negative Numbers
- Example: Multiplying Rational Numbers Using the Associative Property
- Checkpoint 11

Lesson 12: Dividing Rational Numbers

- Reading: Dividing Fractions and Mixed Numbers
- Examples: Dividing Fractions and Mixed Numbers
- Video: Dividing Rational Numbers
- Example: Dividing Signed Fractions in Context
- Discussion
- Checkpoint 12

Lesson 13: Strategies for Solving Word Problems

- Reading: Interpreting Situations
- Example: Interpreting Situations
- Reading: Signal Words
- Example: Signal Words
- Example: Organizing Information and Solving
- Checkpoint 13

Lesson 14: Review and Unit Exam

- Notes Upload
- Unit 1 Practice Exam
- Unit 1 Exam

Unit 2: Properties and Operations

Lesson 15: The Distributive Property

- Unit 2 Reading Review
- Reading: Applying the Distributive Property

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- Example: Distributing Positive Numbers
- Examples: Distributing Negative Numbers
- Example: Distributing -1
- Example: Working Backwards
- Checkpoint 15

Lesson 16: Understanding Exponents

- Reading: What Is an Exponent?
- Example: Rewriting Exponents
- Reading: Evaluating Exponents, Part 1
- Reading: Evaluating Exponents, Part 2
- Examples: Evaluating Exponents Using Technology
- Example: Equivalent Expressions with Exponents
- Discussion
- Checkpoint 16

Lesson 17: Negative Exponents

- Reading: Negative Exponents
- Video: Integer Exponents
- Example: When a Fraction Has a Negative Exponent
- Examples: A Negative Exponent in the Denominator
- Example: Negative Exponents in the Numerator and Denominator
- Checkpoint 17

Lesson 18: Properties of Exponents, Part 1

- Reading: Product of Powers
- Example: Product of Powers
- Reading: Quotient of Powers
- Example: Quotient of Powers
- Reading: Zero Powers
- Checkpoint 18

Lesson 19: Properties of Exponents, Part 2

- Reading: Power of Powers
- Example: Power of Powers
- Video: Power Rules
- Reading: Power of Products
- Example: Power of Products
- Reading: Power of Quotients

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- Example: Power of Quotients
- Checkpoint 19

Lesson 20: Square Roots

- Reading: Squares and Square Roots
- Example: Squares and Square Roots
- Example: Squares and Square Roots of Fractions
- Checkpoint 20

Lesson 21: Cube Roots

- Reading: Cubes and Cube Roots
- Interactive: Identifying Perfect Squares and Perfect Cubes
- Example: Evaluating Cube Roots
- Checkpoint 21

Lesson 22: Rational vs. Irrational Numbers

- Reading: What Are Irrational Numbers?
- Example: Identifying Irrational Numbers
- Reading: Estimating Irrational Numbers
- Video: Estimating Irrational Roots
- Example: Estimating Irrational Roots
- Discussion
- Checkpoint 22

Lesson 23: Order of Operations, Part 1

- Example: Multiplication, Division, Addition, and Subtraction
- Example: The Four Operations with Rational Numbers
- Checkpoint 23

Lesson 24: Order of Operations, Part 2

- Reading: Grouping Symbols
- Example: Grouping Symbols
- Example: Order of Operations with Exponents
- Checkpoint 24

Lesson 25: Review and Unit Exam

- Notes Upload
- Unit 2 Practice Exam
- Unit 2 Exam

Pre-Algebra Syllabus**Unit 3: Variables and Expressions**

Lesson 26: Understanding Variables and Expressions

- Reading: What Is a Variable?
- Example: Identify the Variable
- Reading: Identifying Parts of Expressions
- Example: Identifying Parts of Expressions
- Checkpoint 26

Lesson 27: Translating Words into Math

- Reading: Translating Words into Math
- Examples: Translating Words into Math
- Discussion
- Checkpoint 27

Lesson 28: Modeling with Expressions

- Reading: Modeling with Expressions
- Examples: Words into Expressions
- Examples: Expressions into Words
- Checkpoint 28

Lesson 29: The Distributive Property, Revisited

- Reading: The Distributive Property with Variables
- Example: The Distributive Property with Variables
- Reading: Using the Distributive Property to Factor
- Video: Using the Distributive Property to Factor
- Example: Using the Distributive Property to Factor
- Checkpoint 29

Lesson 30: Combining Like Terms

- Reading: Combining Like Terms
- Examples: Combining Like Terms
- Discussion
- Checkpoint 30

Lesson 31: Properties of Exponents, Revisited

- Reading: Properties of Exponents with Variable Bases
- Example: Product of Powers with Variables

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- Examples: Quotient of Powers with Variables
- Example: Power of Powers with Variables
- Example: Power of Products with Variables
- Example: Power of Quotients with Variables
- Checkpoint 31

Lesson 32: Simplifying Expressions

- Example: Simplifying Expressions with Addition and Subtraction
- Video: Apply Properties to Simplify Expressions
- Example: Simplifying Expressions with the Distributive Property
- Example: Simplifying a More Complex Expression
- Checkpoint 32

Lesson 33: Equivalent Expressions

- Examples: Writing Equivalent Expressions
- Example: Identifying Equivalent Expressions
- Examples: Equivalent Expressions from Modeling Situations
- Discussion
- Checkpoint 33

Lesson 34: Review and Unit Exam

- Notes Upload
- Unit 3 Practice Exam
- Unit 3 Exam

Unit 4: Solving Equations

Lesson 35: Evaluating Expressions

- Unit 4 Reading Review
- Reading: What Is Substitution?
- Example: Substituting for a Variable
- Video: Evaluating One-Variable Expressions

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- Examples: Evaluating One-Variable Expressions
- Examples: Evaluating Multi-Variable Expressions
- Checkpoint 35

Lesson 36: Equations and Their Solutions

- Reading: The Meaning of a Solution to an Equation
- Examples: Checking for Solutions
- Reading: No Solutions or Many Solutions
- Checkpoint 36

Lesson 37: One-Step Equations

- Reading: Inverse Operations
- Video: Inverse Operations
- Reading: One-Step Equations
- Examples: Solving One-Step Equations
- Examples: Solving Real-World One-Step Equations
- Checkpoint 37

Lesson 38: Two-Step Equations

- Reading: Two-Step Equations
- Example: Solving the First Type of Two-Step Equations
- Video: Solving Two-Step Equations
- Example: Solving the Second Type of Two-Step Equations
- Example: Solving Real-World Two-Step Equations
- Discussion
- Checkpoint 38

Lesson 39: Multi-Step Equations

- Reading: Combining Like Terms
- Example: Combining Like Terms
- Reading: Collecting Like Terms
- Example: Collecting Like Terms
- Example: The Distributive Property and Like Terms
- Video: The Distributive Property and Like Terms
- Examples: Clearing the Denominator
- Checkpoint 39

Lesson 40: Using Roots to Solve Equations

- Reading: Simplifying Square Roots

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- Example: Simplifying a Square Root
- Reading: Solving Equations Using Square Roots
- Video: Solving an Equation with a Square Root
- Video: Solving with Cube Roots
- Examples: Solving Equations with Cube Roots
- Discussion
- Checkpoint 40

Lesson 41: Solutions to Word Problems

- Example: Solutions to One-Step Equations
- Video: Solutions to Two-Step Equations
- Example: Solutions to Equations with Cubes
- Video: Is the Solution Reasonable?
- Checkpoint 41

Lesson 42: Review and Unit Exam

- Notes Upload
- Unit 4 Practice Exam
- Unit 4 Exam

Unit 5: Linear Relationships

Lesson 43: Creating Tables of Ordered Pairs

- Unit 5 Reading Review
- Reading: Ordered Pairs as Solutions
- Example: Ordered Pairs as Solutions
- Interactive: Ordered Pairs as Solutions

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- Reading: Input-Output Tables
- Examples: Completing Input-Output Tables
- Example: Input-Output Tables in Context
- Discussion
- Checkpoint 43

Lesson 44: Recognizing Patterns in Tables

- Reading: Sequences, Ordered Pairs, and Input-Output Tables
- Reading: Finding Patterns
- Example: Finding Patterns
- Reading: Equal Distances over Equal Intervals
- Examples: Linear or Nonlinear?
- Checkpoint 44

Lesson 45: Plotting Points in the Coordinate Plane

- Reading: Points and Coordinates
- Example: Reading Coordinates from a Graph
- Examples: Plotting Points
- Reading: Graphing Relationships
- Examples: Graphing Relationships
- Video: Using Appropriate Scales When Graphing Relationships
- Discussion
- Checkpoint 45

Lesson 46: Graphing Lines from Points

- Reading: Graphing Lines from Tables of Ordered Pairs
- Example: Graphing Lines from Tables of Ordered Pairs
- Reading: Graphing from Tables in Context
- Example: Graphing from Tables in Context
- Checkpoint 46

Lesson 47: Key Features of Graphs

- Reading: Increasing vs. Decreasing
- Example: Increasing vs. Decreasing
- Reading: Linear vs. Nonlinear
- Example: Linear vs. Nonlinear
- Video: Analyzing Graphs
- Checkpoint 47

Lesson 48: Review and Unit Exam

Pre-Algebra Syllabus

- Notes Upload
- Unit 5 Practice Exam
- Unit 5 Exam

Unit 6: Using the Slope-Intercept Form of a Line

Lesson 49: Rates of Change and Slopes

- Unit 6 Reading Review
- Reading: Finding Slope from a Graph
- Example: Finding Slope from a Graph
- Reading: Calculating Slope with the Slope Formula
- Example: Calculating Slope from a Graph
- Example: Finding Slope from Ordered Pairs
- Examples: Rate of Change from Context
- Checkpoint 49

Lesson 50: Initial Values and y-intercepts

- Reading: Initial Value
- Video: Properties of Linear Relationships
- Example: Determining Initial Values
- Discussion
- Checkpoint 50

Lesson 51: Slope-Intercept Form of a Line

- Reading: Slope-Intercept Form of a Linear Equation
- Example: Slope-Intercept Form of a Linear Equation
- Reading: Graphing an Equation from Slope-Intercept Form
- Interactive: Graphing a Linear Relationship
- Example: Writing an Equation from a Situation
- Checkpoint 51

Lesson 52: Comparing Rates of Change

- Video: Comparing Slopes
- Example: Comparing Slopes from Graphs
- Example: Comparing Equations and Graphs
- Example: Comparing Tables and Equations

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- Discussion
- Checkpoint 52

Lesson 53: Introduction to Functions

- Reading: What Is a Function?
- Example: Are the Ordered Pairs a Function?
- Reading: The Vertical Line Test
- Example: Does the Graph Represent a Function?
- Checkpoint 53

Lesson 54: Review and Unit Exam

- Notes Upload
- Unit 6 Practice Exam
- Unit 6 Exam

Algebra I A Syllabus

Course Description

In Algebra I (1 of 2), students will build upon their knowledge of the real number system and linear equations, and then extend this knowledge to a study of quadratic expressions and equations. They will begin by reviewing properties of integer exponents and apply those properties to rational exponents. Then, they will move on to explore equations and graphs of lines, systems of linear equations, and linear inequalities. Finally, they will go through a thorough introduction to quadratic expressions and equations, including factoring, solving, and graphing quadratics. As a common thread throughout the entire course, students use their knowledge of linear and quadratic equations to model and describe real-life situations.

Course Objectives

- Evaluate and simplify expressions involving rational exponents and radicals.
- Explore the relationships between rational and irrational numbers.
- Evaluate expressions using the order of operations.
- Create and solve linear equations.
- Work with linear equations in different forms and graph them.
- Find the solution to a system of linear equations by examining a graph.
- Isolate a variable in a literal equation.
- Solve systems of linear equations using different methods.
- Create, solve, and graph one-variable linear inequalities.
- Find solution sets to two-variable linear inequalities and systems of two-variable linear inequalities by graphing them.
- Define polynomials, focusing on one-variable quadratic polynomials.
- Add, subtract, and multiply polynomials.
- Factor quadratic expressions.
- Factor quadratic equations.
- Write quadratic equations in vertex form.
- Graph quadratic equations that have been factored.
- Complete the square for a quadratic expression or equation.
- Solve quadratic equations by factoring, by taking square roots, and by completing the square.
- Graph quadratic equations from the vertex form.

Algebra I A Syllabus

- Solve quadratic equations with the quadratic formula.
- Solve quadratic equations using technology.
- Solve systems involving quadratic equations.

Required Materials

- Internet browser

Course Overview

This course is made up of six units, and each unit contains five lessons. Throughout the course, material is presented in different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. One or more instructional videos may be embedded within each of the three activities that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Step-by-Step Example Problem(s)

Students are provided with one or more multi-step problems designed to help them practice the skills they learn in the text and video activities. Students are taken through problems in small steps to help guide them to the correct answers.

Workbook

Students are provided with 2–7 questions after each text piece in the lesson to allow them the opportunity to practice the skills and concepts they just learned in the text.

Assessments

Algebra I A Syllabus

Checkpoint

These computer-graded activities use 5–7 questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1–5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 15 to 20 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity uses 30 questions to assess mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as review, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Project

There is one project split into four activities, with each part focusing on a different aspect of solving literal equations while addressing the standards. Within each activity, there are computer-graded problems and extended-response questions that are graded by the teacher. The project requires students to apply their knowledge and writing capabilities to demonstrate mastery of the content. The four project activities are located in Units 2, 3, 4, and 5.

Notes Upload

Note Upload can be used to check notes and view scratch work. Teachers can request as much or as little as they need to monitor student work and study habits.

Algebra I A Syllabus**Schedule of Work****Unit 1: The Real Numbers****Learn:** Lessons 1–5

- A. Lesson Titles:
 - a. Properties of Integer Exponents
 - b. Radicals and Rational Exponents
 - c. Properties of Rational Exponents
 - d. Performing Operations with Irrational Numbers
 - e. Order of Operations
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook
- F. **Discussion:** Lesson 3
- G. **Checkpoint:** Lessons 1–4
- H. **Notes Upload:** Lesson 5
- I. **Unit 1 Exam:** Lesson 5

Algebra I A Syllabus**Unit 2: Lines and Their Graphs****Learn: Lessons 6–10**

- A. Lesson Titles:
 - a. Solving Linear Equations
 - b. Forms of Equations of Lines
 - c. Graphing Lines
 - d. Creating Linear Equations from Graphs
 - e. Solving Linear Systems by Graphing
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook
- F. **Project, Part 1:** Lesson 7
- G. **Discussion:** Lesson 9
- H. **Checkpoint:** Lessons 6–9
- I. **Notes Upload:** Lesson 10
- J. **Unit 2 Exam:** Lesson 10

Algebra I A Syllabus**Unit 3: Linear Systems and Inequalities****Learn:** Lessons 11–15

- A. Lesson Titles:
 - a. Solving Linear Systems by Substitution
 - b. Solving Linear Systems by Elimination
 - c. Linear Inequalities in One Variable
 - d. Linear Inequalities in Two Variables
 - e. Systems of Linear Inequalities
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook
- F. **Project, Part 2:** Lesson 12
- G. **Discussion:** Lesson 14
- H. **Checkpoint:** Lessons 11–14
- I. **Notes Upload:** Lesson 15
- J. **Unit 3 Exam:** Lesson 15

Algebra I A Syllabus**Unit 4:** Polynomials and Factoring Quadratic Expressions**Learn:** Lessons 16–20

- A. Lesson Titles:
- Adding and Subtracting Polynomials
 - Multiplying Polynomials
 - Introduction to Quadratic Expressions
 - Factoring Quadratic Expressions by Grouping
 - Other Methods for Factoring Quadratics
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook
- F. **Project, Part 3:** Lesson 17
- G. **Discussion:** Lesson 18
- H. **Checkpoint:** Lessons 16–19
- I. **Notes Upload:** Lesson 20
- J. **Unit 4 Exam:** Lesson 20

Algebra I A Syllabus**Unit 5: Quadratic Equations, Part 1****Learn: Lessons 21–25**

- A. Lesson Titles:
 - a. Solving Quadratic Equations by Factoring
 - b. Graphing a Factored Quadratic
 - c. Completing the Square
 - d. Solving Quadratic Equations by Taking Square Roots
 - e. The Vertex Form of a Quadratic Equation
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook
- F. **Project, Part 4:** Lesson 22
- G. **Discussion:** Lesson 23
- H. **Checkpoint:** Lessons 21–24
- I. **Notes Upload:** Lesson 25
- J. **Unit 5 Exam:** Lesson 25

Algebra I A Syllabus**Unit 6:** Quadratic Equations, Part 2**Learn:** Lessons 26–29

- A. Lesson Titles:
 - a. Graphing Quadratics in Vertex Form
 - b. The Quadratic Formula
 - c. Solving Quadratics with Technology
 - d. Systems Involving Quadratic Equations
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook
- F. **Checkpoint:** Lessons 26–28
- G. **Discussion:** Lesson 28
- H. **Unit 6 Exam:** Lesson 29
- I. **Unit 1–Unit 6 Reviews:** Lesson 30
- J. **Notes Upload:** Lessons 30
- K. **Course Final Exam:** Lesson 30
- L. **Course Summary:** Lesson 30

Algebra I B Syllabus

Suggested Prerequisites

Algebra I (1 of 2)

Course Description

Algebra I (2 of 2) extends students' algebraic skills as it takes them through the concept of functions.

In this course, students learn what functions are and how they can be used to model real-world situations. Students will identify key features and interpret functions presented as equations, graphs, tables, and verbal descriptions. Emphasis is placed on how different families of functions compare to one another, and transformations of functions will be performed for all function types presented. After functions, students learn about collecting data, how to present data in different data displays, and how to analyze data that is presented in different ways.

Course Objectives

- Identify functions and determine the domain and range of various functions.
- Identify and write recursive and explicit formulas for arithmetic and geometric sequences.
- Model real-life situations with exponential growth or decay functions by recognizing percent rate of change.
- Model real-life situations with quadratic functions by graphing and using key features on a graph, such as zeros and vertices.
- Calculate the average rate of change for nonlinear functions on an interval by applying the formula.
- Compare linear, quadratic, and exponential functions by examining their graphs and interpreting their key features.
- Perform transformations of functions by applying mapping statements for translations, dilations, and reflections.
- Evaluate and graph absolute-value, piecewise, and step functions by analyzing functions and identifying key features.
- Analyze and compare data sets from histograms, dot plots, and box plots.
- Model a data set with a function on a scatter plot.

Algebra I B Syllabus

Required Materials

Course Overview

This course is made up of six units, and each unit contains five lessons. Throughout the course, material is presented in different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. One or more instructional videos may be embedded within each of the three Learn activities (two in Unit 6) that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Step-by-Step Example Problem(s)

Students are provided with one or more multi-step problems designed to help them practice the skills they learn in the text and video activities. Students are taken through problems in small steps to help guide them to the correct answers.

Workbooks

These interactive exercises use up to 5 questions to assess students' mastery of the lesson's concepts. The questions provide generic correct/incorrect feedback, and provide the correct solution if students answer incorrectly a maximum of two to three times.

Assessments

Checkpoint

These computer-graded activities assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1–5, and the first three lessons of Unit 6.

Unit Exam

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These computer-graded activities, which occur at the end of each unit, include 15 to 20 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity uses 30 questions to assess mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Project

There is one project split into four activities, with each part focusing on a different aspect of measurement. Within each activity, there are computer-graded problems and extended-response questions that are graded by the teacher. The project requires students to apply their knowledge and writing capabilities to demonstrate mastery of the content. The four project activities are located in Units 2, 3, 4, and 5.

Notes Upload

Note uploads can be used to check notes, and view scratch work. Teachers can request as much or as little as they need to monitor student work and study habits.

Algebra I B Syllabus**Schedule of Work****Unit 1: Exploring Functions****Learn: Lessons 1–5**

- A. Lesson Titles
 - Introduction to Functions
 - Properties of Functions
 - Working with Functions
 - Sequences
 - Formulas of Sequences
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook: Lessons 1–5
- F. Checkpoint: Lessons 1–4
- G. Discussion: Lesson 3
- H. Notes Upload: Lesson 5
- I. Unit 1 Exam: Lesson 5

Algebra I B Syllabus**Unit 2: More About Functions****Learn:** Lessons 6–10

- A. Lesson Titles
 - Geometric Sequences
 - Exponential Functions
 - Growth vs. Decay
 - Variables in Exponents
 - Rate of Change
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook: Lessons 6–10
- F. Checkpoint: Lessons 6–9
- G. Project, Part 1: Lesson 8
- H. Discussion: Lesson 9
- I. Notes Upload: Lesson 10
- J. Unit 2 Exam: Lesson 10

Algebra I B Syllabus**Unit 3: Using Functions****Learn: Lessons 11–15**

- A. Lesson Titles
 - Applying Functions
 - Quadratic Functions
 - Problem Solving with Functions
 - More Than One Function (or Relation)
 - Other Types of Functions
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook: Lessons 11–15
- F. Checkpoint: Lessons 11–14
- G. Discussion: Lesson 12
- H. Project, Part 2: Lesson 13
- I. Notes Upload: Lesson 15
- J. Unit 3 Exam: Lesson 15

Algebra I B Syllabus**Unit 4: Transformations of Functions****Learn:** Lessons 16–20

- A. Lesson Titles
 - A Few More Functions
 - Performing Operations on Functions
 - Translating Functions
 - Dilating and Reflecting Functions
 - Inverse of Functions
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook: Lessons 16–20
- F. Checkpoint: Lessons 16–19
- G. Discussion: Lesson 17
- H. Project, Part 3: Lesson 18
- I. Notes Upload: Lesson 20
- J. Unit 4 Exam: Lesson 20

Algebra I B Syllabus**Unit 5: Data and Statistics, Part 1****Learn:** Lessons 21–25

- A. Lesson Titles
 - a. Obtaining Data
 - b. The Shape of Data
 - c. The Spread of Data
 - d. Comparing Data
 - e. Two-Way Frequency Tables
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook: Lesson 21–25
- F. Checkpoint: Lessons 21–24
- G. Discussion: Lesson 22
- H. Project, Part 4: Lesson 23
- I. Notes Upload: Lesson 25
- J. Unit 5 Exam: Lesson 25

Algebra I B Syllabus**Unit 6: Data and Statistics, Part 2****Learn:** Lessons 26–29

- A. Lesson Titles
 - Types of Correlations
 - Fitting Functions to Data
 - Choosing a Good Model
 - Making Predictions
- B. Key Terms
- C. Text and Videos
- D. Step-by-Step Example Problem(s)
- E. Workbook: Lessons 26–29
- F. Checkpoint: Lessons 26–28
- G. Discussion: Lesson 29
- H. Unit 1–Unit 6 Reviews: Lesson 30
- I. Notes Upload: Lesson 29
- J. Unit 6 Exam: Lesson 29
- K. Course Final Exam: Lesson 30
- L. Course Summary: Lesson 30

Algebra II A Syllabus

Course Syllabus

Suggested Prerequisites: Algebra 1A, Algebra 1B, Geometry A, Geometry B

Course Description

In this course, you will review and expand on your knowledge of linear, quadratic, and exponential functions, as well as broaden your understanding of polynomial and rational functions. You will work with interactive text, delve into example problems, and watch engaging, instructional videos to enhance your learning.

Course Objectives

Perform arithmetic operations with complex numbers.

Use complex numbers in polynomial identities and equations.

- Interpret the structure of expressions.
- Perform arithmetic operations on polynomials.
- Use polynomial identities to solve problems.
- Understand the relationship between zeros and factors of polynomials.
- Analyze polynomial functions using different representations.
- Represent and solve polynomial equations graphically.
- Rewrite rational expressions.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has four to six lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Algebra II A Syllabus

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise – These activities provide a review of the prior lesson to keep students' skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Direct Instruction

Key Terms – These activities provide students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos – These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook – These activities provide questions designed to help students practice the skills they learn in the text and video activities.

Discussion – These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Additional Assessment

Checkpoint – These computer-graded activities use 15 questions to assess students' mastery of lesson objectives.

Unit Exam – These computer-graded activities assess mastery of unit objectives.

Final Exam – This computer-graded activity assesses mastery of course objectives. Note that not all concepts tested on the exam are covered in the first part of Algebra 2. The Final Exam graded will be curved appropriately. A final exam asking the same types of questions will be given again in the second part of Algebra 2.

Algebra II A Syllabus**Schedule of Work****Unit 1:** Complex Numbers and Polynomials, Part 1

- A. Math Muscle Exercise (Lessons 3 and 5)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Complex Numbers, Part 1; Complex Numbers, Part 2; Complexity & Quadratics, Part 1; Complexity & Quadratics, Part 2; Parts of Polynomials, Part 1; Parts of Polynomials, Part 2
 - Workbook assessments
- C. Discussion (Lessons 2, 4, and 6)
- D. Checkpoint assessments (Lessons 2 and 4)
- E. Unit 1 Exam (Lesson 6)

Unit 2: Complex Numbers and Polynomials, Part 2

- A. Math Muscle Exercise (Lessons 7 and 9)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Operations on Polynomials, Part 1; Operations on Polynomials, Part 2; Polynomial Operations & Identities, Part 1; Polynomial Operations & Identities, Part 2
 - Workbook assessments
- C. Discussion (Lessons 8 and 10)
- D. Checkpoint assessments (Lesson 8)
- E. Unit 2 Exam (Lesson 10)

Algebra II A Syllabus**Unit 3: Polynomial Functions, Part 1**

- A. Math Muscle Exercise (Lessons 11, 13, and 15)
- B. Direct Instruction
 - a. Key Terms
 - b. Text and Videos: The Remainder Theorem, Part 1; The Remainder Theorem, Part 2; Factoring, Part 1; Factoring, Part 2; Zeros, Part 1; Zeros, Part 2
 - c. Workbook assessments
- C. Discussion (Lessons 12, 14, and 16)
- D. Checkpoint assessments (Lessons 12 and 14)
- E. Unit 3 Exam (Lesson 16)

Unit 4: Polynomial Functions, Part 2

- A. Math Muscle Exercise (Lessons 17 and 19)
- B. Direct Instruction
 - a. Key Terms
 - b. Text and Videos: End Behavior, Part 1; End Behavior, Part 2; Graphing Polynomials, Part 1; Graphing Polynomials, Part 2
 - c. Workbook assessments
- C. Discussion (Lessons 18 and 20)
- D. Checkpoint assessments (Lesson 18)
- E. Unit 4 Exam (Lesson 20)

Algebra II A Syllabus**Unit 5: Rational Functions, Part 1**

- A. Math Muscle Exercises (Lessons 21, 23, and 25)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Dividing Polynomials, Part 1; Dividing Polynomials, Part 2; Dividing Polynomials, Part 3; Dividing Polynomials, Part 4; Adding & Subtracting Rational Expressions, Part 1; Adding & Subtracting Rational Expressions, Part 2
 - Workbook assessments
- C. Discussion (Lessons 22, 24, and 26)
- D. Checkpoint assessments (Lessons 22 and 24)
- E. Unit 5 Exam (Lesson 26)

Unit 6: Rational Functions, Part 2

- F. Math Muscle Exercises (Lessons 27 and 29)
- G. Direct Instruction
 - Key Terms
 - Text and Videos: Multiplying & Dividing Rational Expressions, Part 1; Multiplying & Dividing Rational Expressions, Part 2; Graph Rational Functions, Part 1; Graph Rational Functions, Part 2
 - Workbook assessments
- I. Units 1–6 Review (Lesson 31)
- J. Discussion (Lessons 28 and 30)
- K. Checkpoint assessments (Lesson 28)
- L. Unit 6 Exam (Lesson 29)
- M. Course Final Exam (Lesson 31)

Algebra II B Syllabus

Course Syllabus

Suggested Prerequisites: Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2 (1 of 2)

Course Description

In this course, you will review and expand on your knowledge of rational and radical equations, graph radical functions, and extend your knowledge of trigonometric functions. You will work with interactive text, delve into example problems, and watch engaging, instructional videos to enhance your learning.

Course Objectives

- Understand solving equations as a process of reasoning and explain the reasoning.
- Interpret the structure of expressions.
- Analyze functions using different representations.
- Represent and solve equations and inequalities graphically.
- Review trigonometric ratios and learn how to calculate reciprocal trig ratios.
- Use the unit circle to analyze angles and trig ratios.
- Graph the sine, cosine, and tangent functions and identify their key features.
- Rewrite trigonometric ratios in terms of other trigonometric ratios by using the reciprocal, tangent, and cotangent identities.
- Prove the Pythagorean Identity by applying definitions and other trigonometric identities.
- Rewrite trigonometric ratios in terms of other trigonometric ratios by using the negative angle identities.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has four to six lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the

Algebra II B Syllabus

program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise – These activities provide a review of the prior lesson to keep students’ skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Direct Instruction

Key Terms – These activities provide students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos – These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook – These activities provide questions designed to help students practice the skills they learn in the text and video activities.

Discussion – These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Additional Assessment

Checkpoint – These computer-graded activities use 15 questions to assess students’ mastery of lesson objectives.

Unit Exam – These computer-graded activities assess mastery of unit objectives.

Final Exam – This computer-graded activity assesses mastery of course objectives.

Algebra II B Syllabus**Schedule of Work****Unit 1: Radical Functions, Part 1**

- A. Math Muscle Exercise (Lessons 1, 3, and 5)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Solve Rational Equations, Part 1; Solve Rational Equations, Part 2; Radical Expressions & Equations, Part 1; Radical Expressions & Equations, Part 2; Extraneous Solutions, Part 1; Extraneous Solutions, Part 2
 - Workbook assessments
- C. Discussion (Lessons 2, 4, and 6)
- D. Checkpoint assessments (Lessons 2 and 4)
- E. Unit 1 Exam (Lesson 6)

Unit 2: Radical Functions, Part 2

- A. Math Muscle Exercise (Lessons 7 and 9)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Graph Radical Functions, Part 1; Graph Radical Functions, Part 2; Intersections of Functions, Part 1; Intersections of Functions, Part 2
 - Workbook assessments
- C. Discussion (Lessons 8 and 10)
- D. Checkpoint assessments (Lesson 8)
- E. Unit 2 Exam (Lesson 10)

Algebra II B Syllabus**Unit 3: Trigonometric Functions, Part 1**

- A. Math Muscle Exercise (Lessons 11, 13, and 15)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Trigonometric Ratios, Part 1; Trigonometric Ratios, Part 2; Unit Circle, Part 1; Unit Circle, Part 2; Angles & Radians, Part 1; Angles & Radians, Part 2
 - Workbook assessments
- C. Discussion (Lessons 12, 14, and 16)
- D. Checkpoint assessments (Lessons 12 and 14)
- E. Unit 3 Exam (Lesson 16)

Unit 4: Trigonometric Functions, Part 2

- A. Math Muscle Exercise (Lessons 17 and 19)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Graphing Sine, Cosine, and Tangent Functions, Part 1; Graphing Sine, Cosine, and Tangent Functions, Part 2; Identifying Key Features, Part 1; Identifying Key Features, Part 2
 - Workbook assessments
- C. Discussion (Lessons 18 and 20)
- D. Checkpoint assessments (Lesson 18)
- E. Unit 4 Exam (Lesson 20)

Algebra II B Syllabus**Unit 5: Trigonometric Identities, Part 1**

- A. Math Muscle Exercises (Lessons 21 and 23)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Fundamental Trigonometric Identities, Part 1; Fundamental Trigonometric Identities, Part 2; Finding Sine, Part 1; Finding Sine, Part 2
 - Workbook assessments
- C. Discussion (Lessons 22 and 24)
- D. Checkpoint assessments (Lesson 22)
- E. Unit 5 Exam (Lesson 24)

Unit 6: Trigonometric Identities, Part 2

- A. Math Muscle Exercises (Lessons 25 and 27)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Finding Cosine, Part 1; Finding Cosine, Part 2; Finding Tangent, Part 1; Finding Tangent, Part 2
 - Workbook assessments
- C. Units 1–6 Review (Lesson 29)
- D. Discussion (Lessons 26 and 28)
- E. Checkpoint assessments (Lesson 26)
- F. Unit 6 Exam (Lesson 28)
- G. Course Final Exam (Lesson 29)

College Mathematics Preparation A Syllabus

Course Syllabus

Suggested Prerequisites: Algebra 1 Geometry, Algebra 2

Course Description

From construction to physics, the concepts in this course are used in a variety of real-world situations. In this course, students use their knowledge about equations and inequalities to model real-life situations. They will expand their skills with regard to solving equations, including how to solve exponential equations with logarithms. They will also synthesize and generalize a variety of function families.

As students work through this course, they will complete 30 lessons that have a similar structure. Each lesson pair starts with a refresher of previous concepts, where they work through a few problems. After that, they move on to activities in which the lesson is taught by watching videos and working through an interactive text activity. They will then answer the Workbook questions. After that, students interact with peers in the discussion board to talk about what they are learning in the lesson. Then they complete a Checkpoint quiz or Unit Exam. This course also includes a Close Reading exercise, where students will read an article about global warming, perform some research, and then write an essay on the topic. Lesson 31 is a review of the concepts from each unit and students take the Final Exam.

Course Objectives

- Create equations and inequalities in one variable and use them to solve problems.
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
- Rearrange formulas to highlight a quantity of interest.
- Write functions defined by expressions in different but equivalent forms.
- Find inverse functions.
- Express logarithms as solutions to exponential models.
- Use key features to identify and graph logarithmic functions.
- Analyze mapping statements in order to identify and graph translations of functions.
- Calculate and compare the average rate of change of different functions.
- Identify the differences and similarities between average rate of change and instantaneous rate of change.
- Examine key features in graphs and tables in order to identify the family function.
- Determine the best family function to model different situations.

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Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has four to six lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

*Please note that Lessons 1 and 2 are very long because they address all types of functions. You may want to encourage students to persevere through these first two lessons and assure them that the course will get easier after they have worked through Lessons 1 and 2.

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise – These activities provide a review of the prior lesson to keep students' skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Direct Instruction

Key Terms – These activities provide students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos – These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook – These activities provide questions designed to help students practice the skills they learn in the text and video activities.

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Discussion – These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Close Reading Project – This assessment is graded by the teacher and requires the students' application of knowledge and writing capabilities to demonstrate mastery of the content.

Additional Assessment

Checkpoint – These computer-graded activities use 15 questions to assess students' mastery of lesson objectives.

Unit Exam – These computer-graded activities assess mastery of unit objectives.

Final Exam – This computer-graded activity assesses mastery of course objectives.

College Mathematics Preparation A Syllabus**Schedule of Work****Unit 1: Equations and Inequalities, Part 1**

- A. Math Muscle Exercise (Lessons 3 and 5)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Single-Variable Equations and Inequalities, Part 1; Single-Variable Equations and Inequalities, Part 2; Multivariable Equations and Inequalities, Part 1; Multivariable Equations and Inequalities, Part 2; Multivariable Systems of Equations, Part 1; Multivariable Systems of Equations, Part 2
 - Workbook assessments
- C. Discussion (Lessons 2, 4, and 6)
- D. Checkpoint assessments (Lessons 2 and 4)
- E. Unit 1 Exam (Lesson 6)

Unit 2: Equations and Inequalities, Part 2

- A. Math Muscle Exercise (Lessons 7 and 9)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Multivariable Systems of Inequalities, Part 1; Multivariable Systems of Inequalities, Part 2; Optimization and Linear Programming, Part 1; Optimization and Linear Programming, Part 2
 - Workbook assessments
- C. Discussion (Lessons 8 and 10)
- D. Checkpoint assessments (Lesson 8)
- E. Unit 2 Exam (Lesson 10)
- F. Close Reading (Lesson 10)

College Mathematics Preparation A Syllabus**Unit 3: Inversion, Part 1**

- A. Math Muscle Exercise (Lessons 11, 13, and 15)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Rearranging Formulas and Isolating Variables, Part 1; Rearranging Formulas and Isolating Variables, Part 2; Rewriting Exponentials, Part 1; Rewriting Exponentials, Part 2; Inverse Functions, Part 1; Inverse Functions, Part 2
 - Workbook assessments
- C. Discussion (Lessons 12, 14, and 16)
- D. Checkpoint assessments (Lessons 12 and 14)
- E. Unit 3 Exam (Lesson 16)

Unit 4: Inversion, Part 2

- A. Math Muscle Exercise (Lessons 17 and 19)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Logarithms, Part 1; Logarithms, Part 2; Logarithms, Part 3; Logarithms, Part 4
 - Workbook assessments
- C. Discussion (Lessons 18 and 20)
- D. Checkpoint assessments (Lesson 18)
- E. Unit 4 Exam (Lesson 20)

College Mathematics Preparation A Syllabus**Unit 5: Function Models, Part 1**

- A. Math Muscle Exercises (Lessons 21, 23, and 25)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Graphing Logarithms, Part 1; Graphing Logarithms, Part 2; Transformations of Graphs, Part 1; Transformations of Graphs, Part 2; Average Rates of Change, Part 1; Average Rates of Change, Part 2
 - Workbook assessments
- C. Discussion (Lessons 22, 24, and 26)
- D. Checkpoint assessments (Lessons 22 and 24)
- E. Unit 5 Exam (Lesson 26)

Unit 6: Function Models, Part 2

- A. Math Muscle Exercises (Lessons 27 and 29)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Exploring Function Families, Part 1; Exploring Function Families, Part 2; Building Models, Part 1; Building Models, Part 2; Review
 - Workbook assessments
- C. Units 1–6 Review (Lesson 31)
- D. Discussion (Lessons 28 and 30)
- E. Checkpoint assessments (Lesson 28)
- F. Unit 6 Exam (Lesson 29)
- G. Course Final Exam (Lesson 31)

College Mathematics Preparation B Syllabus

Suggested Prerequisites

Algebra 1 Geometry, Algebra 2, College Mathematics Preparation (1 of 2)

Course Description

From construction to physics, the concepts in this course are used in a variety of real-world situations. In this course, students will learn how to make probability decisions, and how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.

As students work through this course, they will complete 28 lessons that have a similar structure. Each lesson pair starts with a refresher of previous concepts, where they work through a few problems. After that, they move on to activities in which the lesson is taught by watching videos and working through an interactive text activity. They will then answer the Workbook questions. After that, students interact with peers in the discussion board to talk about what they are learning in the lesson. Then they complete a Checkpoint quiz or Unit Exam. Lesson 29 is a review of the concepts from each unit and students take the Final Exam.

Course Objectives

- Understand and evaluate random processes underlying statistical experiments.
- Use probability to evaluate outcomes of decisions.
- Apply probability concepts in new contexts.
- Define the basic vocabulary of statistics.
- Differentiate between types of statistical studies.
- Identify and analyze methods of random sampling and determine appropriate sample sizes.
- Identify sources of bias in statistical studies.
- Analyze the results of statistical studies using the margin of error.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Use probability to evaluate outcomes of decisions.

College Mathematics Preparation B Syllabus

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has four to six lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise

These activities provide a review of the prior lesson to keep students' skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Direct Instruction

Key Terms

These activities provide students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook

These activities provide questions designed to help students practice the skills they learn in the text and video activities.

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Discussion

These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Additional Assessment

Checkpoint

These computer-graded activities use 15 questions to assess students' mastery of lesson objectives.

Unit Exam

These computer-graded activities assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

College Mathematics Preparation B Syllabus**Schedule of Work****Unit 1:** Probability Concepts, Part 1

- A. Math Muscle Exercise (Lessons 1, 3, and 5)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Modeling Data From Simulations, Part 1; Modeling Data From Simulations, Part 2; Basic Probability Review, Part 1; Basic Probability Review, Part 2; Complementary Events, Part 1; Complementary Events, Part 2
 - Workbook assessments
- C. Discussion (Lessons 2, 4, and 6)
- D. Checkpoint assessments (Lessons 2 and 4)
- E. Unit 1 Exam (Lesson 6)

Unit 2: Probability Concepts, Part 2

- A. Math Muscle Exercise (Lessons 7 and 9)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Compound Events, Part 1; Compound Events, Part 2; Expected Value, Part 1; Expected Value, Part 2
 - Workbook assessments
- C. Discussion (Lessons 8 and 10)
- D. Checkpoint assessments (Lesson 8)
- E. Unit 2 Exam (Lesson 10)

College Mathematics Preparation B Syllabus**Unit 3: Statistics, Part 1**

- A. Math Muscle Exercise (Lessons 11, 13, and 15)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Making Decisions Based on Probability, Part 1; Making Decisions Based on Probability, Part 2; Introductory Statistics, Part 1; Introductory Statistics, Part 2; Sampling a Population, Part 1; Sampling a Population, Part 2
 - Workbook assessments
- C. Discussion (Lessons 12, 14, and 16)
- D. Checkpoint assessments (Lessons 12 and 14)
- E. Unit 3 Exam (Lesson 16)

Unit 4: Statistics, Part 2

- A. Math Muscle Exercise (Lessons 17 and 19)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: Designing and Analyzing Surveys, Part 1; Designing and Analyzing Surveys, Part 2; Margin of Error, Part 1; Margin of Error, Part 2
 - Workbook assessments
- C. Discussion (Lessons 18 and 20)
- D. Checkpoint assessments (Lesson 18)
- E. Unit 4 Exam (Lesson 20)

College Mathematics Preparation B Syllabus**Unit 5: The Center and Spread of Data, Part 1**

- A. Math Muscle Exercises (Lessons 21 and 23)
- B. Direct Instruction
 - Key Terms
 - Text and Videos: The Center and Spread of Data, Part 1; The Center and Spread of Data, Part 2; The Shape of Data, Part 1; The Shape of Data, Part 2
- C. Discussion (Lessons 22 and 24)
- D. Checkpoint assessments (Lesson 22)
- E. Unit 5 Exam (Lesson 24)

Unit 6: The Center and Spread of Data, Part 2

- A. Math Muscle Exercises (Lessons 25 and 27)
- B. Direct Instruction
 - a. Key Terms
 - b. Text and Videos: Normal Distributions, Part 1; Normal Distributions, Part 2; What Are z-Scores?, Part 1; What Are z-Scores?, Part 2; Review
 - c. Workbook assessments
- C. Units 1–6 Review (Lesson 29)
- D. Discussion (Lessons 26 and 28)
- E. Checkpoint assessments (Lesson 26)
- F. Unit 6 Exam (Lesson 28)
- G. Course Final Exam (Lesson 29)

Consumer Math A&B**Course Description**

This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.

Course Requirements**Semester A****Major Concepts**

1. Basic Mathematics Skills
2. Rounding and Estimating
3. Ratios, Proportions, and Percents
4. Earned Income
5. Banking and Checking Accounts
6. Budgeting and Recordkeeping
7. Living Expenses
8. Consumer Credit
9. Saving and Investing Money

Semester B**Major Concepts**

1. Measurement
2. Graphs and Maps
3. Remodeling a Home
4. Taxes
5. Insurance
6. Owning and Operating Automobiles
7. Traveling Expenses
8. Planning and Budgeting for Meals
9. Wholesaling and Retailing
10. Operating a Business

Geometry A Syllabus

Suggested Prerequisites

Algebra 1

Course Description

In Geometry (1 of 2), students will build upon their understanding of geometric concepts by working through a variety of geometric problems, writing formal proofs, and constructing geometric figures. Transformations are used to explain the concepts of congruent and similar figures with a focus on the properties of congruent and similar triangles. These properties are proven as students become familiar with postulates, theorems, and formal proofs. The course wraps up with trigonometric ratios and their applications to real-world situations.

Course Objectives

- Use formal definitions for basic terms in geometry.
- Find distances on number lines, lengths of segments, and measures of angles.
- Construct copies of line segments and angles.
- Write introductory two-column proofs related to segment lengths and angle relationships.
- Identify transformations and rotational symmetry applied to a figure.
- Use rigid transformations to show that two figures are congruent.
- Identify congruent parts of congruent triangles.
- Prove triangles are congruent using side lengths and angle measures.
- Find missing measures in congruent triangles.
- Prove theorems related to angle pair relationships and perpendicular bisectors.
- Identify and use angle pair relationships created by parallel lines cut by a transversal in proofs and problems.
- Use perpendicular bisectors in proofs and problems.
- Use medians or midsegments of triangles in proofs and problems.
- Construct parallel lines and perpendicular bisectors.
- Prove properties of parallelograms.
- Use properties of parallelograms in proofs and problems.
- Use properties of rectangles, rhombuses, and squares in proofs.
- Construct perpendicular lines.

Geometry A Syllabus

- Identify dilations, their scale factor, and their center of dilation.
- Use dilations to determine similarity.
- Use postulates and theorems to prove that triangles are similar.
- Use properties of similar triangles to find side lengths and angle measures.
- Use the special properties of medians and midsegments in proofs about triangles.
- Prove the Pythagorean Theorem using similar triangles.
- Define and identify sine, cosine, and tangent ratios.
- Find side lengths using sine, cosine, tangent, and the Pythagorean theorem.
- Use inverse relationships to find the measures of acute angles.

Required Materials

- Internet browser

Course Overview

This course is made up of six units, and each unit contains four to six lessons. Throughout the course, material is presented in different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Geometry A Syllabus

Students are introduced to the main concepts of each lesson. Text consists of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. One or more instructional videos may be embedded within each of the 2 to 3 activities that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Example Problem(s)

Students are provided with one or more problems designed to help them practice the skills they learn in the text and video activities. Students are given feedback on both correct and incorrect answers, so they can feel more confident completing similar problems in their workbooks and assessments.

Workbook

Students are provided with 1 to 5 questions after each text piece in the lesson to allow them the opportunity to practice the skills and concepts they just learned in the text.

Assessment

Checkpoints

These computer-graded activities use 3 to 7 questions to assess students' mastery of lesson objectives. They appear at the end of each lesson that does not contain a unit exam.

Unit Exams

These computer-graded activities, which occur at the end of each unit, include 15 to 20 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity uses 32 questions to assess mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts. There are 6 discussion boards spread throughout the course. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates. They also review, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice. Locations of the discussions, the discussion prompts, and sample answers are provided in the Course Overview document.

Projects

There are 6 projects that focus on constructions of geometric figures using geometric tools. Each project allows students to choose whether they would like to complete their work using a pencil-and-paper method or using the provided technology. Students will upload a picture of their work, or a screenshot, for their teacher to grade. Locations for the projects and suggested grading rubrics are included in the Projects document.

Geometry A Syllabus**Schedule of Work****Unit 1:** Foundations of Geometry**Learn:** Lessons 1–5

- A. Lesson Titles:
 - Lines
 - Definitions from Undefined Terms
 - Introduction to Constructions
 - Conditional Statements
 - Introduction to Proofs
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Discussion: Lesson 4
- G. Checkpoint: Lessons 1, 2, and 4
- H. Construction Project 1: Copy an Angle, Lesson 3
- I. Unit 1 Exam: Lesson 5

Geometry A Syllabus**Unit 2: Transformations and Congruent Triangles****Learn:** Lessons 6–11

- A. Lesson Titles:
 - Define Transformations
 - Transformations and Symmetry
 - Transformations and Congruence
 - Prove Triangles Congruent Using Side Lengths
 - Side-Angle-Side Triangle Congruence
 - Angle-Side-Angle Triangle Congruence
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Discussion: Lesson 8
- G. Checkpoint: Lessons 6–10
- H. Construction Project 2: Angle Bisector, Lesson 7
- I. Unit 2 Exam: Lesson 11

Geometry A Syllabus**Unit 3: Segments, Lines, and Angles****Learn:** Lessons 12–15

A. Lesson Titles:

- Angles and Parallel Lines
- Angles in Triangles
- Perpendicular Bisectors
- Segments in Triangles

B. Key Terms

C. Text and Videos

D. Example Problem(s)

E. Workbook

F. Discussion: Lesson 13

G. Checkpoint: Lessons 12–14

H. Construction Project 3: Parallel Lines, Lesson 12

I. Construction Project 4: Perpendicular Bisector, Lesson 14

J. Unit 3 Exam: Lesson 15

Geometry A Syllabus**Unit 4: Triangles and Parallelograms****Learn:** Lessons 16–19

A. Lesson Titles:

- More Triangle Congruence
- Properties of Parallelograms
- Prove a Figure Is a Parallelogram
- Special Parallelograms

B. Key Terms

C. Text and Videos

D. Example Problem(s)

E. Workbook

F. Checkpoint: Lessons 16–18

G. Construction Project 5: Perpendicular Lines – Case 1 Lesson 16

H. Construction Project 6: Perpendicular Lines – Case 2, Lesson 17

I. Unit 4 Exam: Lesson 19

Geometry A Syllabus**Unit 5: Dilations and Similarity****Learn** Lessons 20–25

- A. Lesson Titles:
 - Dilations
 - Similarity
 - Prove Similarity in Triangles Using Angles
 - Prove Similarity in Triangles Using Sides
 - Proportions in Triangles
 - Similarity and Proportions
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Discussion: Lessons 21 and 24
- G. Checkpoint: Lessons 20–24
- H. Unit 5 Exam: Lesson 25

Geometry A Syllabus**Unit 6: Right Triangles and Ratios****Learn:** Lessons 26–28

- A. Lesson Titles:
 - a. Pythagorean Theorem and Similarity
 - b. Relationship between Ratios
 - c. Problem Solving with Trigonometry
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Checkpoint: Lessons 26 and 27
- G. Discussion: Lesson 27
- H. Unit 6 Exam: Lesson 28
- I. Unit 1–Unit 6 Reviews: Lesson 29
- J. Course Final Exam: Lesson 30

Geometry B Syllabus

Suggested Prerequisites

Geometry (1 of 2)

Course Description

In Geometry (2 of 2), students will build upon their understanding of geometric concepts by working through a variety of geometric problems, writing formal proofs in a coordinate plane, and constructing geometric figures. They apply the formulas for slope, midpoint, and distance in coordinate proofs. They also learn theorems about circles, find arc lengths and areas of sectors of circles, and write equations of circles in the coordinate system. For three-dimensional figures, students determine their volumes and cross sections. They also identify solids of revolution. Finally, students study probability.

Course Objectives

- Prove properties of parallel and perpendicular lines related to their slopes.
- Write equations of parallel and perpendicular lines.
- Use slope in coordinate proofs.
- Use the midpoint formula to find coordinates of midpoints and endpoints of segments.
- Use midpoints in coordinate proofs.
- Find the location of a point on a directed line segment that partitions the segment by using part-to-whole and part-to-part ratios.
- Find the distance between two points in a coordinate plane using the Pythagorean Theorem and the distance formula.
- Use the distance formula to find the perimeters and areas of polygons in the coordinate plane.
- Write the standard form of the equation of a circle using the Pythagorean Theorem and mathematical patterns.
- Use the standard form of the equation of a circle to identify the center and radius of the circle.
- Rewrite the equation of a circle in standard form by completing the square.
- Write coordinate proofs related to parallelograms and circles using the distance formula.
- Derive the equation of a parabola from given information about the parabola.
- Identify tangent lines and segments, secant lines and segments, and chords.
- Use theorems about radii and chords to find unknown measures within a circle.
- Use theorems about secant and tangent lines and segment to find unknown measures.

Geometry B Syllabus

- Construct a circumscribed circle of a triangle.
- Construct an inscribed circle of a triangle.
- Prove that all circles are similar.
- Use arc and central angle relationships to find unknown measures.
- Use arc and inscribed angle relationships to find unknown measures within circles and quadrilaterals.
- Find the length of an arc by using its relationship to the circumference of the circle.
- Use the relationship between the radius of a circle and its circumference to find the measure of an angle in units called radians.
- Find the area of circle sectors by using their relationship to the area of the circle.
- Inscribe an equilateral triangle in a circle.
- Inscribe a square in a circle.
- Explain (informally) the formula for the volume of pyramids and cones.
- Calculate the volume of three-dimensional figures.
- Identify two-dimensional cross sections of three-dimensional objects.
- Identify three-dimensional objects created by rotations of two-dimensional objects.
- Solve design problems that involves volume.
- Solve problems involving the density of a two-dimensional region or a three-dimensional object.
- Identify events as sets containing desired outcomes in probability experiments and calculate the probabilities of those events.
- Solve problems that involve the probability of independent and dependent events.
- Construct two-way frequency tables and use them to calculate conditional probabilities.
- Calculate probabilities of mutually exclusive events and overlapping events using the Addition Rule.

Required Materials

- Internet browser

Geometry B Syllabus

Course Overview

This course is made up of six units, and each unit contains four to five lessons. Throughout the course, material is presented in different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. Text consists of interactive readings, including visual elements such as diagrams and graphs to aid learning. One instructional video may be embedded within each of the two to three activities that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Example Problem(s)

Students are provided with one or more problems designed to help them practice the skills they learn in the text and video activities. Students are given feedback on both correct and incorrect answers, so they can feel more confident about completing similar problems in their workbooks and assessments.

Workbook

Students are provided with one to four questions after each text piece in the lesson to allow them the opportunity to practice the skills and concepts they just learned in the text.

Assessments

Checkpoints

These computer-graded activities use three to seven questions to assess students' mastery of lesson objectives. They appear at the end of each lesson that does not contain a unit exam.

Unit Exams

These computer-graded activities, which occur at the end of each unit, include 18 to 20 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity uses 34 questions to assess mastery of course objectives.

Discussions

Geometry B Syllabus

These activities provide students with the opportunity to discuss mathematical concepts. There are five discussion boards spread throughout the course. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates. They also review, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice. Locations of the discussions, the discussion prompts, and sample answers are provided in the Course Overview document.

Projects

There are six projects in the course. The first project has three parts and focuses on the process of deriving an equation for a parabola. The remaining five projects focus on constructing geometric figures using geometric tools. For each construction project, students can choose to complete their work using a compass and straightedge on paper or the interactive tool provided in the activity. Then, students upload a picture of their work or a screenshot for their teacher to grade. Locations for the projects and suggested grading rubrics are included in the Projects document.

Schedule of Work

Unit 1: Coordinate Geometry: Slope and Midpoints

Geometry B Syllabus**Learn:** Lessons 1–5

- A. Lesson Titles:
 - a. Slope and Parallel Lines
 - b. Slope and Perpendicular Lines
 - c. Coordinate Proofs with Slope
 - d. The Midpoint Formula
 - e. Splitting Segments
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Checkpoint: Lessons 1–4
- G. Discussion: Lesson 3
- H. Unit 1 Exam: Lesson 5

Unit 2: Coordinate Geometry: Distance Formula

- A. **Learn:** Lessons 6–10
- B. Lesson Titles:
 - a. Distance in the Coordinate Plane

Geometry B Syllabus

- b. Perimeter and Area
 - c. Equations of Circles
 - d. Rewrite Equations of Circles
 - e. Coordinate Proofs with Distance Formula
- C. Key Terms
 - D. Text and Videos
 - E. Example Problem(s)
 - F. Workbook
 - G. Checkpoint: Lessons 6–9
 - H. Project 1: Parabolas – Part 1 (Definitions); Lesson 7
 - I. Project 1: Parabolas – Part 2 (Finding Distance); Lesson 8
 - J. Project 1: Parabolas – Part 3 (Writing an Equation); Lesson 9
 - K. Unit 2 Exam: Lesson 10

Unit 3: Circles: Line and Segment Relationships**Learn:** Lessons 11–14

- A. Lesson Titles:
 - a. Chords, Radii, and Diameters
 - b. Lines That Intersect Circles
 - c. Theorems about Tangents

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- d. Intersecting Segments
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Checkpoint: Lessons 11–13
- G. Discussion: Lesson 11
- H. Construction Project 2: Circumscribed Circle of a Triangle; Lesson 12
- I. Construction Project 3: Inscribed Circle of a Triangle; Lesson 13
- J. Unit 3 Exam: Lesson 14

Unit 4: Circles: Arc and Angle Relationships**Learn:** Lessons 15–19

- A. Lesson Titles:
 - a. Similarity and Arc Measure in Circles
 - b. Angles, Arcs, and Chords
 - c. Inscribed Angles and Quadrilaterals
 - d. Circumference and Arc Length
 - e. Areas in Circles

Geometry B Syllabus

- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook
- F. Checkpoint: Lessons 15–18
- G. Discussion: Lesson 16
- H. Construction Project 4: Inscribe an Equilateral Triangle in a Circle; Lesson 15
- I. Construction Project 5: Inscribe a Square in a Circle; Lesson 17
- J. Unit 4 Exam: Lesson 19

Unit 5: Three-Dimensional Figures**Learn: Lessons 20–23**

- A. Lesson Titles:
 - Volumes
 - Solids of Revolution and Cross Sections
 - Model with Three Dimensions
 - Density
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)

Geometry B Syllabus

- E. Workbook
- F. Checkpoint: Lessons 20–22
- G. Discussion: Lessons 20
- H. Construction Project 6: Inscribe a Regular Hexagon in a Circle; Lesson 21
- I. Unit 5 Exam: Lesson 23

Unit 6: Probability**Learn:** Lessons 24–28

- A. Lesson Titles:
 - Sets in Probability
 - Independent Events
 - Conditional Probability
 - Two-Way Frequency Tables
 - Probability of Unions of Events
- B. Key Terms
- C. Text and Videos
- D. Example Problem(s)
- E. Workbook

Geometry B Syllabus

- F. Checkpoint: Lessons 24–27
- G. Discussion: Lesson 25
- H. Unit 6 Exam: Lesson 28
- I. Unit 1–Unit 6 Reviews: Lesson 29
- J. Course Final Exam: Lesson 30

Honors Algebra I A Syllabus

Course Syllabus

Suggested Prerequisites

Sixth Grade Math, Seventh Grade Math, Math 8A and Math 8B

Course Description

In Algebra 1A, students will build upon their knowledge of the real number system and linear equations, and then extend this knowledge to a study of quadratic expressions and equations. They will begin by reviewing computations with rational numbers and learning about rational exponents. Then, they will move on to explore equations and graphs of lines, systems of linear equations, and linear inequalities. Finally, they will go through a thorough introduction to quadratic expressions and equations, including factoring, solving, and graphing quadratics. As a common thread throughout the entire course, students use their knowledge of linear and quadratic equations to model and describe real-life situations.

Course Objectives

- Perform calculations with rational numbers.
- Evaluate expressions using the order of operations.
- Evaluate and simplify expressions involving rational exponents and radicals.
- Explore the relationships between rational and irrational numbers.
- Create and solve linear equations.
- Work with linear equations in different forms and graph them.
- Find the solution to a system of linear equations by examining a graph.
- Isolate a variable in a literal equation.
- Solve systems of linear equations using different methods.
- Create, solve, and graph one-variable linear inequalities.
- Find solution sets to two-variable linear inequalities and systems of two-variable linear inequalities by graphing them.
- Isolate a variable in a literal equation.
- Define polynomials, focusing on one-variable quadratic polynomials.
- Add and subtract polynomials.
- Factor quadratic expressions.
- Explore measurement in a scientific context.
- Write quadratic equations in factored form or vertex form.

Honors Algebra I A Syllabus

- Graph quadratic equations that are written in factored form.
- Complete the square for a quadratic expression or equation.
- Solve quadratic equations by factoring, by taking square roots, and by completing the square.
- Graph quadratic equations from the vertex form.
- Solve quadratic equations with the quadratic formula.
- Solve quadratic equations using technology.
- Solve systems involving quadratic equations.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Prepare to Learn

These activities provide a review of the prior lesson(s) to keep students' skills sharp and prepare them for applying those skills in the new lesson they are starting.

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. One or more instructional videos may be embedded within each of the three activities that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Honors Algebra I A Syllabus

Step-by-Step Example Problem(s)

Students are provided with one or more multi-step problems designed to help them practice the skills they learn in the text and video activities. Students are taken through problems in small steps to help guide them to the correct answers.

Practice

These interactive exercises use up to 10 questions to assess students' mastery of the lesson's concepts. The questions provide generic correct/incorrect feedback, and provide the complete and correct solution if students answer incorrectly a maximum of two to three times.

Assessment

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 30 questions that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Notes Upload

Note uploads can be used to check notes, and view scratch work. Teachers can request as much or as little as they need to monitor student work and study habits.

Project

These activities are assessments that address standards in context and generally include a simple essay that is graded by the teacher. Projects require students to apply their knowledge and writing capabilities to demonstrate mastery of the lesson/unit content. There are Projects in Units 1, 2, 3, 4, and 5.

Honors Algebra I A Syllabus**Schedule of Work****Unit 1: The Real Numbers**

- A. Prepare to Learn (Lessons 1–5)
- B. Learn (Lessons 1–5)
 - Key Terms
 - Text: Integers; Rational Numbers; Exponents, Roots, and Irrational Numbers; Rational Exponents; Order of Operations
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice: (Lessons 1–5)
- D. Discussion (Lessons 1–5)
- E. Project (Lessons 1–4)
- F. Checkpoint (Lessons 1–4)
- G. Notes Upload (Lesson 5)
- H. Unit 1 Exam (Lesson 5)

Unit 2: Lines and Their Graphs

- A. Prepare to Learn (Lessons 6–10)
- B. Learn (Lessons 6–10)
 - Key Terms
 - Text: Solving Linear Equations; Forms of Equations of Lines; Graphing Lines; Creating Linear Equations from Graphs; Linear Systems by Graphing
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice: (Lessons 6–10)
- D. Discussion (Lessons 6–10)
- E. Project (Lessons 6, 8, and 10)
- F. Notes Upload (Lessons 7 and 9)
- G. Checkpoint (Lessons 6–9)
- H. Unit 2 Exam (Lesson 10)

Honors Algebra I A Syllabus

Unit 3: Linear Systems and Inequalities

- A. Prepare to Learn (Lessons 11–15)
- B. Learn (Lessons 11–15)
 - Key Terms
 - Text: Solving Linear Systems by Substitution; Solving Systems by Elimination; Linear Inequalities in One Variable; Linear Inequalities in Two Variables; Systems of Linear Inequalities
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice (Lessons 11–15)
- D. Discussion (Lessons 11–15)
- E. Notes Upload (Lessons 11, 13, 15)
- F. Project (Lessons 12, 14)
- G. Checkpoint (Lessons 11–14)
- H. Unit 3 Exam (Lesson 15)

Unit 4: Polynomials and Factoring Quadratic Expressions

- A. Prepare to Learn (Lessons 16–20)
- B. Learn (Lessons 16–20)
 - Key Terms
 - Text: Adding and Subtracting Polynomials; Multiplying Polynomials; Introduction to Quadratic Expressions; Factoring Quadratic Expressions by Decomposition; Other Methods for Factoring Quadratics
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice (Lessons 16–20)
- D. Discussion (Lessons 16–20)
- E. Notes Upload (Lessons 17 and 19)
- F. Project (Lessons 16, 18, and 20)
- G. Checkpoint (Lessons 16–19)
- H. Unit 4 Exam (Lesson 20)

Unit 5: Quadratic Equations, Part I

- A. Prepare to Learn (Lessons 21–25)

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- B. Learn (Lessons 21–25)
 - Key Terms
 - Text: Solving Quadratic Equations by Factoring; Graphing Quadratics in Factored Form; Completing the Square; Solving Quadratic Equations by Taking Square Roots; The Vertex Form of a Quadratic Equation
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice (Lesson 21–25)
- D. Discussion (Lessons 21–25)
- E. Notes Upload (Lessons 21, 23, 25)
- F. Project (Lessons 22, 24)
- G. Checkpoint (Lessons 21–24)
- H. Unit 5 Exam (Lesson 25)

Unit 6: Quadratic Equations, Part II

- A. Prepare to Learn (Lessons 26–29)
- B. Learn (Lessons 26–29)
 - Key Terms
 - Text: Graphing Quadratics in Vertex Form; The Quadratic Formula; Solving Quadratics with Technology; Systems Involving Quadratic Equations
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice: Lessons 26–29
- D. Unit 1–Unit 6 Reviews (Lesson 30)
- E. Discussion (Lessons 26–30)
- F. Notes Upload (Lessons 26–29)
- G. Checkpoint (Lessons 26–28)
- H. Unit 6 Exam (Lesson 29)
- I. Course Final Exam (Lesson 30)
- J. Course Summary (Lesson 30)

Honors Algebra I B Syllabus

Course Syllabus

Suggested Prerequisites

MA101 – Algebra 1A

Course Description

Algebra 1B extends students' algebraic skills as it takes them through the concept of functions.

In this course, students learn what functions are and how they can be used to model real-world situations. Students will identify key features and interpret functions presented as equations, graphs, tables, and verbal descriptions. Emphasis is placed on how different families of functions compare to one another, and transformations of functions will be performed for all function types presented. After functions, students learn about collecting data, how to present data in different data displays, and how to analyze data that is presented in different ways. The course concludes with an introduction to probability, where students will find compound probabilities based on whether events are dependent, independent, or mutually exclusive.

Course Objectives

- Identify functions and determine the domain and range of various functions.
- Identify and write recursive and explicit formulas for arithmetic and geometric sequences
- Model real-life situations with exponential growth or decay functions by recognizing percent rate of change.
- Model real-life situations with quadratic functions by graphing and using key features on a graph, such as zeros and vertices.
- Calculate the average rate of change for nonlinear functions on an interval by applying the formula.
- Compare linear, quadratic, and exponential functions by examining their graphs and interpreting their key features.
- Perform transformations of functions by applying mapping statements for translations, dilations, and reflections.
- Evaluate and graph absolute-value, piecewise, and step functions by analyzing functions and identifying key features.
- Analyze and compare data sets from histograms, dot plots, and box plots.
- Model a data set with a function on a scatter plot.
- Find the compound probability of independent events.

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Required Materials

Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Course Organization

Prepare to Learn

This section provides a list of skills a student should have in order to be successful in the current lesson. If you need to review any of the listed skills, please contact your teacher

Learn

Key Terms

Students are provided with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

Students are introduced to the main concepts of each lesson. The text consists of interactive readings, including visual elements such as diagrams, graphs, and infographics to aid learning. One or more instructional videos may be embedded within each of the three activities that comprise each lesson's text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Step-by-Step Example Problem(s)

Students are provided with one or more multi-step problems designed to help them practice the skills they learn in the text and video activities. Students are taken through problems in small steps to help guide them to the correct answers.

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Practice

These interactive exercises use up to 7 questions to assess students' mastery of the lesson's concepts. The questions provide generic correct/incorrect feedback, and provide the complete and correct solution if students answer incorrectly a maximum of two to three times.

Assessment

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5, and the first three lessons of Unit 6.

Unit Exam

These computer-graded activities, which occur at the end of each unit, include 30 questions (except for the Unit 6 Exam, which has 25 questions) that assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Discussions

These activities provide students with the opportunity to discuss mathematical concepts after the lesson's Learn activities. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates. The discussions are intended to address the Common Core Standards for Mathematical Practice.

Notes Upload

Note uploads can be used to check notes, and view scratch work. Teachers can request as much or as little as they need to monitor student work and study habits.

Honors Algebra I B Syllabus**Schedule of Work****Unit 1: Exploring Functions**

- A. Prepare to Learn (Lessons 1–5)
- B. Learn (Lessons 1–5)
 - Key Terms
 - Text: Introduction to Functions; Properties of Functions; Working with Functions; Sequences; Formulas of Sequences
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice: (Lessons 1–5)
- D. Discussion (Lessons 2 & 4)
- E. Checkpoint (Lessons 1–4)
- F. Notes Upload (Lessons 1-5)
- G. Unit 1 Exam (Lesson 5)

Unit 2: More About Functions

- A. Prepare to Learn (Lessons 6–10)
- B. Learn (Lessons 6–10)
 - Key Terms
 - Text: Geometric Sequences; Exponential Functions; Growth vs. Decay; Variables in Exponents; Rate of Change
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice: (Lessons 6–10)
- D. Discussion (Lessons 7 & 9)
- E. Notes Upload (Lessons 6-10)
- F. Checkpoint (Lessons 6–9)
- G. Unit 2 Exam (Lesson 10)

Honors Algebra I B Syllabus**Unit 3: Using Functions**

- A. Prepare to Learn (Lessons 11–15)
- B. Learn (Lessons 11–15)
 - Key Terms
 - Text: Applying Functions; Quadratic Functions; Problem Solving with Functions; More Than One Function (or Relation); Other Types of Functions
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice (Lessons 11–15)
- D. Discussion (Lessons 12 & 14)
- E. Notes Upload (Lessons 11-15)
- F. Checkpoint (Lessons 11–14)
- G. Unit 3 Exam (Lesson 15)

Unit 4: Transformations of Functions

- A. Prepare to Learn (Lessons 16–20)
- B. Learn (Lessons 16–20)
 - Key Terms
 - Text: A Few More Functions; Performing Operations on Functions; Translating Functions; Dilating and Reflecting Functions; Inverse Functions
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice (Lessons 16–20)
- D. Discussion (Lessons 17 & 19)
- E. Notes Upload (Lessons 16-20)
- F. Checkpoint (Lessons 16–19)
- G. Unit 4 Exam (Lesson 20)

Honors Algebra I B Syllabus**Unit 5: Data and Statistics**

- A. Prepare to Learn (Lessons 21–25)
- B. Learn (Lessons 21–25)
 - Key Terms
 - Text: Obtaining Data; The Center of Data and Symmetry; The Spread of Data; Comparing Data; Two-Way Frequency Tables
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice (Lesson 21–25)
- D. Discussion (Lessons 22 & 24)
- E. Notes Upload (Lessons 21-25)
- F. Checkpoint (Lessons 21–24)
- G. Unit 5 Exam (Lesson 25)

Unit 6: Statistics and Probability

- A. Prepare to Learn (Lessons 26–29)
- B. Learn (Lessons 26–29)
 - Key Terms
 - Text: Fitting Functions to Data; Choosing a Good Model; Introduction to Probability; More About Probability
 - Videos
 - Step-by-Step Example Problem(s)
- C. Practice: Lessons 26–29
- D. Unit 1–Unit 6 Reviews (Lesson 30)
- E. Discussion (Lessons 27 & 29)
- F. Notes Upload (Lessons 26–29)
- G. Checkpoint (Lessons 26–28)
- H. Unit 6 Exam (Lesson 29)
- I. Course Final Exam (Lesson 30)
- J. Course Summary (Lesson 30)

Honors Algebra II A Syllabus

Course Syllabus

Suggested Prerequisites

Algebra 1A, Algebra 1B, Geometry A, Geometry B

Course Description

Storyline: Queen Parallela, the King, Prince Digit, and Princess Poly live in a world full of problems. Every day there are new problems to tackle and issues to sort out. Believe it or not, mathematics can be the basis for helping to figure out real-world problems. At the very least, the process you go through when solving math problems can be very similar to the process you go through when you solve any problem that confronts you: try to understand the issue, make a plan, attempt a solution, then look back. Discussion often is helpful in determining how well you understand an idea as well. In this algebraic kingdom, the prince and princess meet every morning to discuss the issues they think will come up. At night they meet once more to discuss their findings and solutions to problems.

As you work through Algebra 2, you'll get to see some of the challenges that Prince Digit and Princess Poly meet and solve through their use of algebra and general problem solving skills. It's not always the first solution that works; sometimes you have to revisit a solution (look back) to find out if it works.

Description: From construction to physics, the concepts in this Algebra 2 course are used in a variety of real-world situations. In Algebra 2A, you'll extend the knowledge of trigonometry that you gleaned from Geometry as well as build upon the Algebra you learned in Algebra 1 to start modeling tons of real-world scenarios. You may not realize it right now, but the polynomials and other expressions and equations that make up Algebra 2 are the basis for things you love: from video games, to roller coasters, to the home you live in, it's all got a little Algebra in it.

Course Objectives

- Perform arithmetic operations with complex numbers.
- Use complex numbers in polynomial identities and equations.
- Interpret the structure of expressions.
- Perform arithmetic operations on polynomials.
- Use polynomial identities to solve problems.
- Understand the relationship between zeros and factors of polynomials.
- Analyze polynomial functions using different representations.
- Represent and solve polynomial equations graphically.
- Rewrite rational expressions.

Honors Algebra II A Syllabus

- Understand solving equations as a process of reasoning and explain the reasoning.
- Interpret the structure of expressions.
- Analyze functions using different representations.
- Represent and solve equations and inequalities graphically.
- Review trigonometric ratios and learn how to calculate reciprocal trig ratios.
- Use the unit circle to analyze angles and trig ratios.
- Graph the sine, cosine, and tangent functions and identify their key features.
- Rewrite trigonometric ratios in terms of other trigonometric ratios by using the reciprocal, tangent, and cotangent identities.
- Prove the Pythagorean Identity by applying definitions and other trigonometric identities.
- Rewrite trigonometric ratios in terms of other trigonometric ratios by using the negative angle identities.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Note that Lessons 19 and 20 are long, due to the number of examples they contain. Teachers can choose which examples they would like to use if they would like to reduce the length of the lessons.

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise

These activities provide a review of the prior lesson to keep students' skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Honors Algebra II A Syllabus

Morning Introduction

These activities provide students with the opportunity to discuss mathematical concepts before the Research activity in the lesson. Students are challenged to think and reason about mathematics, to share their ideas and strategies with their classmates, and to hear, analyze, and discuss the mathematical ideas of their classmates. These activities encourage students to think about previous learning and discuss their current knowledge. They are non-graded activities; however, it is up to teachers whether they use them to evaluate students' mathematical thinking and strategies.

Research

Key Terms

These activities provide students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook

These activities provide questions designed to help students practice the skills they learn in the text and video activities.

Night Discussion

These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Project

These assessments are graded by the teacher and require the students' application of knowledge and writing capabilities to demonstrate mastery of the lesson/unit content.

Honors Algebra II A Syllabus

Denouement

These activities provide questions designed to help students analyze their level of understanding of lesson content. Students are encouraged to review concepts as needed. Question responses are not submitted to the teacher for grading.

Additional Assessment

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives.

Unit Exam

These computer-graded activities assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Honors Algebra II A Syllabus**Schedule of Work****Unit 1: A Kingdom Divided**

- A. Math Muscle Exercise (Lessons 1-5)
- B. Morning Introduction (Lessons 1-5)
- C. Research
 - Key Terms
 - Text and Videos: Complex Numbers; Complexity & Quadratics; Parts of Polynomials; Operations on Polynomials; Polynomial Operations & Identities
 - Workbook assessments
- D. Night Discussion (Lessons 1-5)
- E. Checkpoint assessments (Lessons 1-4)
- F. Unit 1 Exam (Lesson 5)
- G. Project 1: The Kingdom Divides (Lessons 1-5)
- H. Denouement

Unit 2: Planting the Seeds for Success

- A. Math Muscle Exercise (Lessons 6-10)
- B. Morning Introduction (Lessons 6-10)
- C. Research
 - Key Terms
 - Text and Videos: The Remainder Theorem; Factoring; Zeros; End Behavior; Graphing Polynomials
 - Workbook assessments
- D. Night Discussion (Lessons 6-10)
- E. Checkpoint assessments (Lessons 6-9)
- F. Unit 1 Exam (Lesson 10)
- G. Project 2: Polynomial Gardens (Lessons 6-10)
- H. Denouement

Honors Algebra II A Syllabus**Unit 3: Peril Rears its Head**

- A. Math Muscle Exercise (Lessons 11-15)
- B. Morning Introduction (Lessons 11-15)
- C. Research
 - Key Terms
 - Text and Videos: Dividing Polynomials; Dividing Polynomials, Continued; Adding & Subtracting Rational Expressions; Multiplying & Dividing Rational Expressions; Graph Rational Functions
 - Workbook assessments
- D. Night Discussion (Lessons 11-15)
- E. Checkpoint assessments (Lessons 11-14)
- F. Unit 3 Exam (Lesson 15)
- G. Project 3: Rational Discourse (Lessons 11-15)
- H. Denouement

Unit 4: Rationally Radical

- A. Math Muscle Exercise (Lessons 16-20)
- B. Morning Introduction (Lessons 16-20)
- C. Research
 - Key Terms
 - Text and Videos: Solve Rational Equations; Radical Expressions & Equations; Extraneous Solutions; Graph Radical Functions; Intersections of Functions
 - Workbook assessments
- D. Night Discussion (Lessons 16-20)
- E. Checkpoint assessments (Lessons 16-19)
- F. Unit 4 Exam (Lesson 20)
- G. Project 4: Dragon Studies (Lessons 16-20)
- H. Denouement

Honors Algebra II A Syllabus**Unit 5: Triggy Tails**

- A. Math Muscle Exercises (Lessons 21-25)
- B. Morning Introduction (Lessons 21-25)
- C. Research
 - Key Terms
 - Text and Videos: Trigonometric Ratios; Unit Circle; Angles & Radians; Graphing Sine, Cosine, & Tangent Functions; Identifying Key Features
 - Workbook assessments
- D. Night Discussion (Lessons 21-25)
- E. Checkpoint assessments (Lessons 21-24)
- F. Unit 5 Exam (Lesson 25)
- G. Project 5: Dragon Flight Project (Lessons 21-25)
- H. Denouement

Unit 6: Identities

- A. Math Muscle Exercises (Lessons 26-29)
- B. Morning Introduction (Lessons 26-29)
- C. Research
 - Key Terms
 - Text and Videos: Fundamental Trigonometric Identities; Finding Sine; Finding Cosine; Finding Tangent
 - Workbook assessments
- D. Unit Review (Lesson 30)
- E. Night Discussion (Lessons 26-30)
- F. Checkpoint assessments (Lessons 26-28)
- G. Unit Exam (Lesson 29)
- H. Course Final Exam (Lesson 30)
- I. Project 6: Cyclops and Drawbridges (Lessons 26-29)
- J. Denouement (Lessons 26-29)

Honors Algebra II B Syllabus

Course Syllabus

Suggested Prerequisites

Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A

Storyline

No matter what happens, it seems like the Royal Family highlighted in this course is destined to encounter new challenges every day within its Kingdom. Prince Digit and Princess Poly try to overcome these challenges together with some other characters in the Kingdom, and they also require algebra and general problem-solving skills from time to time. Whether in the real world, or in the fantasy world described in this course, mathematics can be the basis for helping to figure out important problems or issues. The process students go through when solving math problems can be very similar to the process they follow when solving any problem that confronts them: try to understand the issue, make a plan, attempt a solution, then look back. Discussion with others is also helpful in formulating a solution and determining how well they understand an idea.

Course Description

From construction to physics, the concepts in this Algebra 2B course are used in a variety of real-world situations. In this course, students use their knowledge about equations and inequalities to model real-life situations. They will expand their skills with regard to solving equations, including how to solve exponential equations with logarithms. They will also synthesize and generalize a variety of function families. Finally, students will learn how to make probability decisions, and how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.

As students work through this course, they will complete 29 lessons that have a similar structure. Each lesson starts with a refresher of previous concepts, where they work through a few problems. Then, in the "Morning Discussion," students chat with their peers about what they already know about a topic, or what they think a topic might be about. After that, they move on to a Research activity in which the lesson is taught by watching videos and working through an interactive text activity. They will then answer the Workbook questions. After that, students again interact with peers in the "Night Discussion," to talk about what they are learning in the lesson. Then they complete a Checkpoint quiz or Unit Exam. Near the end of each lesson, in a Project exercise, students work with problems related to a challenge the Royal Family is dealing with. For the Project exercises, each "Chapter," or unit, involves its own unique storyline. This course also includes a Close Reading exercise, where students will read an article about global warming, perform some research, and then write an essay on the topic. Every lesson ends with a Denouement activity, where they complete a few problems and check their understanding of the concepts in their personal journal or notebook. Lesson 30 is a review of the concepts from each unit and students take the Final Exam. At the end, students will provide their thoughts about the course.

Honors Algebra II B Syllabus

Course Objectives

- Create equations and inequalities in one variable and use them to solve problems.
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
- Rearrange formulas to highlight a quantity of interest.
- Write functions defined by expressions in different but equivalent forms.
- Find inverse functions.
- Express logarithms as solutions to exponential models.
- Use key features to identify and graph logarithmic functions.
- Analyze mapping statements in order to identify and graph translations of functions.
- Calculate and compare the average rate of change of different functions.
- Identify the differences and similarities between average rate of change and instantaneous rate of change.
- Examine key features in graphs and tables in order to identify the family function.
- Determine the best family function to model different situations.
- Understand and evaluate random processes underlying statistical experiments.
- Use probability to evaluate outcomes of decisions.
- Apply probability concepts in new contexts.
- Define the basic vocabulary of statistics.
- Differentiate between types of statistical studies.
- Identify and analyze methods of random sampling and determine appropriate sample sizes.
- Identify sources of bias in statistical studies.
- Analyze the results of statistical studies using the margin of error.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Use probability to evaluate outcomes of decisions.

Required Materials

- Internet browser

Honors Algebra II B Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

*Please note that Lesson 1 is very long because it addresses all types of functions. You may want to encourage students to persevere through this first lesson and assure them that the course will get easier after they have worked through Lesson 1.

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise

These activities provide a review of the prior lesson to keep students' skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Morning Introduction

These activities provide students with the opportunity to discuss mathematical concepts before the Research activity in the lesson. Students are challenged to think and reason about mathematics, to share their ideas and strategies with their classmates, and to receive, analyze, and discuss the mathematical ideas of their classmates. These activities encourage students to think about previous learning and discuss their current knowledge. They are non-graded activities; however, it is up to teachers whether they use them to evaluate students' mathematical thinking and strategies.

Research

Key Terms

These activities provide students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos

These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded

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within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook

These activities provide questions designed to help students practice the skills they learn in the text and video activities.

Night Discussion

These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Project

These assessments are graded by the teacher and require the students' application of knowledge and writing capabilities to demonstrate mastery of the lesson/unit content.

Denouement

This functions as a lesson summary and the activities provide questions designed to help students analyze their level of understanding of lesson content. Students are encouraged to review concepts as needed. Question responses are not submitted to the teacher for grading.

Additional Assessment

Checkpoint

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives.

Unit Exam

These computer-graded activities assess mastery of unit objectives.

Final Exam

This computer-graded activity assesses mastery of course objectives.

Schedule of Work

Unit 1: Lost in Translation

- A. Math Muscle Exercise (Lessons 1-5)
- B. Morning Introduction (Lessons 1-5)

Honors Algebra II B Syllabus**C. Research**

- Key Terms
- Text and Videos: Single Variable Equations and Inequalities; Multivariable Equations and Inequalities; Multivariable Systems of Equations; Multivariable Systems of Inequalities; Optimization and Linear Programming
- Workbook assessments

D. Night Discussion (Lessons 1-5)**E. Checkpoint assessments (Lessons 1-4)****F. Unit 1 Exam (Lesson 5)****G. Project 1: Treat Thief (Lessons 1-4); Close Reading (Lesson 5)****H. Denouement****Unit 2: Out of the Woods****A. Math Muscle Exercise (Lessons 6-10)****B. Morning Introduction (Lessons 6-10)****C. Research**

- Key Terms
- Text and Videos: Rearranging formulas and Isolating Variables; Rewriting Exponentials; Inverse Functions; Logarithms, Part 1; Logarithms, Part 2
- Workbook assessments

D. Night Discussion (Lessons 6-10)**E. Checkpoint assessments (Lessons 6-9)****F. Unit 1 Exam (Lesson 10)****G. Project 2: Pigs and Paint and Potions (Lessons 6-8, 10); Close Reading (Lesson 9)****H. Denouement****Unit 3: A Model Family****A. Math Muscle Exercise (Lessons 11-15)****B. Morning Introduction (Lessons 11-15)****C. Research**

- Key Terms
- Text and Videos: Graphing Logarithms; Transformation of Graphs; Average Rates of Change; Exploring Function Families; Building Models

Honors Algebra II B Syllabus

- Workbook assessments
- D. Night Discussion (Lessons 11-15)
- E. Checkpoint assessments (Lessons 11-14)
- F. Unit 3 Exam (Lesson 15)
- G. Project 3: Wedding Bells (Lessons 11-15)
- H. Denouement

Unit 4: Theoretically Speaking

- A. Math Muscle Exercise (Lessons 16-20)
- B. Morning Introduction (Lessons 16-20)
- C. Research
 - Key Terms
 - Text and Videos: Modeling Data from Simulations; Basic Probability Review; Complementary Events; Compound Events; Expected Value
 - Workbook assessments
- D. Night Discussion (Lessons 16-20)
- E. Checkpoint assessments (Lessons 16-19)
- F. Unit 4 Exam (Lesson 20)
- G. Project 4: Feast for a Beast (Lessons 17-20); Close Reading (Lesson 16)
- H. Denouement

Unit 5: Trial and Error

- A. Math Muscle Exercises (Lessons 21-25)
- B. Morning Introduction (Lessons 21-25)
- C. Research
 - Key Terms
 - Text and Videos: Decisions Based on Probability; Introductory Statistics; Sampling a Population; Designing and Analyzing Surveys; Margins of Error
 - Workbook assessments

Honors Algebra II B Syllabus

- A. Night Discussion (Lessons 21-25)
- B. Checkpoint assessments (Lessons 21-24)
- C. Unit 5 Exam (Lesson 25)
- D. Project 5: Spoiled Rotten (Lessons 22-25); Close Reading (Lesson 21)
- E. Denouement

Unit 6: Bells and Whistles

- A. Math Muscle Exercises (Lessons 26-29)
- B. Morning Introduction (Lessons 26-29)
- C. Research
 - Key Terms
 - Text and Videos: Review of Basic Statistics; Data Displays; Normal Distributions; What Are z-Scores?
 - Workbook assessments
- D. Unit Review (Lesson 30)
- E. Night Discussion (Lessons 26-30)
- F. Checkpoint assessments (Lessons 26-28)
- G. Unit Exam (Lesson 29)
- H. Course Final Exam (Lesson 30)
- I. Project 6: The Final Spell (Lessons 26-29)
- J. Denouement (Lessons 26-29)

Honors Geometry A Syllabus

Suggested Prerequisites: Algebra 1A and Algebra 1B

Course Description

Geometry A helps students build a strong foundation of traditional geometry concepts. Students will delve deep into geometric problems, develop formal proofs, and apply their knowledge to real-life situations.

In this course, students develop their knowledge of geometry, starting with a basic understanding of how transformations in the plane affect geometric figures. Students also learn how to determine congruent and similar triangles and their relationships with transformations. Students learn properties of triangles and quadrilaterals and use them in writing formal geometric proofs. Students define *sine*, *cosine*, and *tangent* as ratios in a right triangle, as well as *sine* and *cosine* as coordinates on the unit circle, and apply trigonometry to general triangles. The course concludes with three-dimensional figures, in which students determine areas, volumes, cross sections, and solids of revolution. Students use these concepts to model situations and problem solve.

Course Objectives

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Make geometric constructions.
- Prove geometric theorems.
- Understand similarity in terms of similarity transformations.
- Prove theorems involving similarity.
- Apply geometric concepts in modeling situations.
- Define trigonometric ratios.
- Solve problems involving right triangles.
- Apply trigonometry to general triangles.
- Explain volume formulas and use them to solve problems.
- Visualize the relation between two-dimensional and three-dimensional objects.
- Apply geometric concepts in modeling situations.

Required Materials

- Internet browser

Honors Geometry A Syllabus

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the course software; others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Below is information for teachers related to the content taught in the six units that comprise Geometry A. It is recommended that teachers become familiar with this information before working with the students, in order to avoid confusion and to enhance their teaching of the material.

In this course, students learn many definitions, postulates, theorems, and properties. They use this knowledge while developing and analyzing formal geometric proofs in Units 1-4. The geometric proofs in Units 1, 2, 3, and 4 demonstrate one method (and occasionally two different methods) for writing proofs. Teachers may want to provide their students with some other methods if they think it is necessary and/or beneficial. Note that some postulates in this course may be called *theorems* in other resources. For example, in Unit 2, the triangle congruence postulates, the Side-Side-Side Postulate (SSS) and Side-Angle-Side Postulate (SAS), are given without proofs. Furthermore, since the Common Core standards do not highlight Angle-Angle-Side (AAS) and Hypotenuse-Leg (HL) Congruence, they are not addressed in this course. Therefore, assessment questions in this course do not require students to be familiar with those theorems.

In Unit 4, where the basic trigonometric concepts are introduced, students are not given negative values of sine if solving a triangle requires the use of a calculator. Students are asked to work with negative values of sine only when they use coordinates on a unit circle in Lesson 22.

Students may complete the geometric constructions in the projects either with paper and pencil or by using the interactive tool provided. Students who use paper and pencil will need a way to submit their work to the teacher. Options include having the students scan or take a photo of their construction and then submit it via email to the teacher. Also, although the length of a segment is represented with an italicized segment name, like this AB , in the lessons, it is represented with a bar over the segment name, like this \overline{AB} , when using the interactive tool because of the tool's formatting. It may be helpful to share this information with students ahead of time to avoid confusion.

Although instructions for the course's assessment items are very clear for students, several possible alternate correct answers may also be accepted by the software. For example, if students begin rounding before the final step when solving, some answers may still be accepted as correct by the software. Or, depending on the context, answers may be reversed and still accepted. However, not every possibility will be accepted as correct by the software. At their discretion, teachers may accept any answer that they deem to be correct, and adjust a student's grade accordingly.

Honors Geometry A Syllabus

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise – This activity reviews the prior lesson to keep students' skills sharp and to prepare them to apply those skills in the lesson they are just beginning.

Prologue and Plot Thickens! – These activities provide students with the opportunity to discuss mathematical concepts before and after the Level Up activity in the lesson. Students are challenged to think and reason about mathematics and share their ideas and strategies with their classmates, as well as to hear, analyze, and discuss the mathematical ideas of their classmates. The Prologue leads students to think about previous learning and discuss their current knowledge. The Plot Thickens! allows students to reflect on the instruction and clarify any misunderstandings. Both activities are nongraded activities; however, it is up to teachers whether they use these activities to evaluate students' mathematical thinking and strategies.

Level Up

Key Terms – This activity provides students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos – These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings that include step-by-step examples, in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook – Workbook questions provide students an opportunity to practice the skills they learn in the text and video activities.

Training! – All Training! activities include one of five types of Enrichment exercises, as well as a game.

Enrichment (Five Types, One per Lesson)

Self Check – These interactive activities check students' understanding of the lesson's concepts. These activities are unique in that students know they have successfully completed the activities when, based on their ability to perform math exercises, a special message or code appears. Often, students uncover a message piece by piece as they work through the problems in the activity.

Practice Quiz – These interactive practice exercises assess students' mastery of the lesson's concepts. The exercises provide specific feedback that depends on the students' answers to particular questions. Once students complete an activity of this type, they receive a special code to submit for a Workbook grade.

Word Problem Investigation – These activities are also interactive, and they provide students with an opportunity to explore word problems based on the lesson's concepts. Students explore and learn new ways to deal with the problem while at the same time testing their mathematical knowledge. Upon completing an activity of this type, students receive a special code to submit for a Workbook grade.

Interactive Exploration – The questions in these activities often ask students to step beyond the scope of the lesson. Students are encouraged to make assumptions and test hypotheses about the way the mathematics work in informal settings or in guided explorations of the work. In other words, these

Honors Geometry A Syllabus

activities are designed to engage students to think more deeply about the mathematics without having to formalize their conjectures.

Proof Building – The proof building exercises assess students' ability to construct and write, or analyze mathematical proofs that involve the lesson's concepts using standard methods (two-column, paragraph, and flowchart). These activities are designed to engage students to develop logical thinking skills and improve their quality of communication in mathematics. Upon completing an activity of this type, students receive a special code to submit for a Workbook grade.

Game – These interactive exercises provide practice with the skills that the students are learning. The students can play each game as many times as they want, submitting only their best scores for grading. The games provide hints, as well as feedback, to assist students as they strengthen their understanding of key concepts.

Epilogue – These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. The activities compel students to think and write critically about math concepts, as well as the assertions made by their peers. These activities are graded by the teacher.

Tools of the Trade – These assessments are graded by the teacher and require the students' application of knowledge and writing capabilities to demonstrate mastery of the lesson/unit content.

To Be Continued...! – These activities provide questions designed to help students analyze their level of understanding of lesson content. Students are encouraged to review concepts as needed. Question responses are not submitted to the teacher for grading.

Additional Assessment

Checkpoint – These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives.

Unit Exam – These computer-graded activities assess mastery of unit objectives.

Final Exam – This computer-graded activity assesses mastery of course objectives.

Honors Geometry A Syllabus**Schedule of Work****Unit 1:** Origin Story (Congruence, Proof, and Constructions)

- A. Course Pretest (Lesson 1)
- B. Math Muscle Exercises (Lessons 2-5)
- C. Prologue
- D. Level Up
 - Key Terms
 - Text and Videos: The Undefined; Defining (from the Undefined); Comparing Transformations; Polygons; Transform It!
 - Workbook assessments
- E. Plot Thickens!
- F. Training!
 - Self Check – Lesson 01: The Undefined; Lesson 04: Polygons
 - Proof Building – Lesson 02: Defining (from the Undefined)
 - Interactive Exploration – Lesson 03: Comparing Transformations
 - Practice Quiz – Lesson 05: Transform It!
 - Game – Lesson 1: Training: Level 1
 - Game – Lesson 2: Training: Level 2
 - Game – Lesson 3: Training: Level 3
 - Game – Lesson 4: Shape Surfer
 - Game – Lesson 5: Training: Level 5
- G. Checkpoint assessments (Lessons 1-4)
- H. Epilogue
- I. Project 1: Geometric Constructions I (Lessons 1-4)
- J. Close Reading Project, part 1 (Lesson 5)
- K. To Be Continued...!
- L. Unit 1 Exam (Lesson 5)

Honors Geometry A Syllabus**Unit 2:** The Power of 3 (Congruence, Proof, and Constructions continues)

- A. Math Muscle Exercises (Lessons 6-10)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Congruence and Transformations; Congruent Triangles; 3 Sides Are Better; Include an Angle; Include a Side
 - Workbook assessments
- D. Plot Thickens!
- E. Training!
 - Practice Quiz – Lesson 06: Congruence and Transformations
 - Proof Building – Lesson 07: Congruent Triangles; Lesson 08: 3 Sides Are Better; Lesson 10: Include a Side
 - Word Problem Investigation – Lesson 09: Include An Angle
 - Game – Lesson 06: Twist and Shout
 - Game – Lesson 07: Matchmaker
 - Game – Lesson 08: SSS Hunter
 - Game – Lesson 09: SAS Hunter
 - Game – Lesson 10: ASA Hunter
- F. Checkpoint assessments (Lessons 6-9)
- G. Epilogue
- H. Project 2: Geometric Construction II
- I. To Be Continued...!
- J. Unit 2 Exam (Lesson 10)

Honors Geometry A Syllabus**Unit 3: Where the Power Lies (Congruence, Proof, and Constructions completed)**

- A. Math Muscle Exercises (Lessons 11-15)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Lines and Angles; Perpendicular Bisectors; Triangle Basics; Segments in Triangles; Parallelograms
 - Workbook assessments
- D. Plot Thickens!
- E. Training!
 - Self Check – Lesson 11: Lines and Angles
 - Practice Quiz – Lesson 12: Perpendicular Bisectors
 - Interactive Exploration – Lesson 13: Triangle Basics; Lesson 14: Segments in Triangles
 - Proof Building – Lesson 15: Parallelograms
 - Game – Lesson 11: The Quest for Angles
 - Game – Lesson 12: The Perils of Perpendicular Bisectors
 - Game – Lesson 13: Eye of Isosceles
 - Game – Lesson 14: The Mysteries of Midsegments
 - Game – Lesson 15: Eye of Parallelograms
- F. Checkpoint assessments (Lessons 11-14)
- G. Epilogue
- H. Project 3: Geometric Construction III (Lessons 11-14)
- I. Close Reading Project, part 2 (Lesson 15)
- J. To Be Continued...!
- K. Unit 3 Exam (Lesson 15)

Honors Geometry A Syllabus**Unit 4:** Never Too Soon To Dilate! (Similarity, Proof, and Trigonometry)

- A. Math Muscle Exercises (Lessons 16-20)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Dilations; Similarity; Similarity Postulates & Theorems; Similarity, Proportionality, and Triangles; Problem Solving and Modeling
 - Workbook assessments
- D. Plot Thickens!
- E. Training!
 - Self Check – Lesson 16: Dilations
 - Proof Building – Lesson 17: Similarity
 - Practice Quiz – Lesson 19: Similarity, Proportionality, and Triangles
 - Interactive Exploration – Lesson 18: Similarity Postulates & Theorems
 - Word Problem Investigation – Lesson 20: Problem Solving and Modeling
 - Game – Lesson 16: The Search for Scale Factors
 - Game – Lesson 17: Triangular Caverns
 - Game – Lesson 18: Return to Triangular Caverns
 - Game – Lesson 19: The Power of Proportions
 - Game – Lesson 20: The Plights of Problem Solving
- F. Checkpoint assessments (Lessons 16-19)
- G. Epilogue
- H. Project 4: Modeling with Similar Triangles (Lessons 16, 18-20)
- I. Close Reading, Part 3 (Lesson 17)
- J. To Be Continued...!
- K. Unit 4 Exam (Lesson 20)

Honors Geometry A Syllabus**Unit 5:** Give Me a Sine (Similarity, Proof, and Trigonometry completed)

- A. Math Muscle Exercises (Lessons 21-25)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Right Triangles and Similarity; Sine and Cosine; Right Triangles in the Real World; Area and Sine; Laws of Sines and Cosines
 - Workbook assessments
- D. Plot Thickens!
- E. Training!
 - Practice Quiz – Lesson 21: Right Triangles and Similarity; Lesson 22: Sine and Cosine; Lesson 23: Right Triangles in the Real World; Lesson 24: Area and Sine
 - Word Problem Investigation – Lesson 25: Laws of Sines and Cosines
 - Game – Lesson 21: Right Triangle Revenge
 - Game – Lesson 22: Secrets of Sine and Cosine
 - Game – Lesson 23: Island of Angles
 - Game – Lesson 24: Beyond the Right Triangle Veil
 - Game – Lesson 25: The Lost Laws of Sine and Cosine
- F. Checkpoint assessments (Lessons 21-24)
- G. Epilogue
- H. Project 5: Modeling with Right and Non-Right Triangles (Lessons 21, 22, 24, 25)
- I. Close Reading, Part 4 (Lesson 23)
- J. To Be Continued...!
- K. Unit 5 Exam (Lesson 25)

Honors Geometry A Syllabus**Unit 6: The Biggest Adventure (Extending to Three Dimensions)**

- A. Math Muscle Exercises (Lessons 26-28)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Areas; Volumes; Cross Sections and Solids of Revolution; Modeling; Final Exam
 - Workbook assessments
- D. Plot Thickens!
- E. Training!
 - Interactive Exploration – Lesson 26: Areas; Lesson 28: Cross Sections and Solids of Revolution
 - Practice Quiz – Lesson 27: Volumes
 - Word Problem Investigation – Lesson 29: Modeling
 - Game – Lesson 26: Travails of the 2nd Dimension
 - Game – Lesson 27: Seeker of the Hidden Volume
 - Game – Lesson 28: Shadow Beast
 - Game – Lesson 29: Seeker of the Hidden Volume
- F. Checkpoint assessments (Lessons 26-29)
- G. Epilogue
- H. Project 6: Geometric Construction IV
- I. To Be Continued...!
- J. Course Final Exam (Lesson 30)

Honors Geometry B Syllabus

Suggested Prerequisites: Algebra 1A, Algebra 1B, and Geometry A

Course Description

Geometry B helps students build a strong foundation of traditional geometry concepts. Students will delve deep into geometric problems, develop formal proofs, specifically coordinate proofs, and apply their knowledge to real-life situations.

In this course, students will use the Pythagorean Theorem, distance formula, midpoint formula and slope formula to solve geometric problems and develop coordinate proofs. They will connect the algebraic and geometric meaning of a parabola by using the distance formula. Students will learn theorems about circles, find arc lengths and areas of sectors of circles, and use the distance formula to write equations of circles in the coordinate system. Students will also learn about counting methods to find the number of possible combinations of a group of objects. They will interpret theoretical and experimental probabilities, and use probability to analyze fairness of decisions. The course concludes with independent and dependent events, conditional probability, and mutually exclusive and inclusive events.

Course Objectives

- Use coordinates to prove simple geometric theorems algebraically.
- Translate between the geometric description and the equation for a conic section.
- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.
- Apply geometric concepts in modeling situations.
- Understand independence and conditional probability, and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.
- Use probability to evaluate outcomes of decisions.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, which present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher be contacted for further information about course guidelines and grading policies.

Honors Geometry B Syllabus

Course Organization

A brief description of the intended learning outcomes appears at the beginning of each unit. Following this introduction are the lessons, which include the activities outlined below.

Math Muscle Exercise – These activities provide a review of the prior lesson to keep students' skills sharp and to prepare them for applying those skills in the new lesson they are starting.

Prologue – These activities provide students with the opportunity to discuss mathematical concepts before the Level Up activity in the lesson. Students are challenged to think and reason about mathematics, to share their ideas and strategies with their classmates, and to hear, analyze, and discuss the mathematical ideas of their classmates. These activities encourage students to think about previous learning and discuss their current knowledge. They are non-graded activities; however, it is up to teachers whether they use them to evaluate students' mathematical thinking and strategies.

Level Up

Key Terms – These activities provides students with the vocabulary terms and associated definitions that are emphasized in each lesson. Terms may include those that need to be retained from previous lessons.

Text and Videos – These activities introduce students to the main concepts of each lesson. The text is comprised of interactive readings, including step-by-step examples in which students are asked questions and provided with feedback based on their responses. Three instructional videos are embedded within each of the concepts that appear in the text. These instructional videos provide opportunities for deeper understanding of lesson concepts.

Workbook – These activities provide questions designed to help students practice the skills they learn in the text and video activities.

Epilogue – These activities provide students with the ability to communicate, interact, and collaborate with fellow classmates by posting to a discussion board. They compel students to think and write critically about math concepts, as well as assertions made by their peers. These activities are graded by the teacher.

Tools of the Trade – These assessments are graded by the teacher and require the students' application of knowledge and writing capabilities to demonstrate mastery of the lesson/unit content.

To Be Continued...! – These activities provide questions designed to help students analyze their level of understanding of lesson content. Students are encouraged to review concepts as needed. Question responses are not submitted to the teacher for grading.

Additional Assessment

Checkpoint – These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives.

Unit Exam – These computer-graded activities assess mastery of unit objectives.

Final Exam – This computer-graded activity assesses mastery of course objectives.

Honors Geometry B Syllabus**Schedule of Work**

Unit 1: Pointing to the Problem (Coordinate Proofs with Distance Formula, Slope, and Midpoint Formula)

- A. Course Pretest (Lesson 1)
- B. Math Muscle Exercise (Lessons 2-5)
- C. Prologue
- D. Level Up
 - Key Terms
 - Text and Videos: Finding Distances in the Coordinate Plane; Polygons and Coordinate Geometry; Perimeter and Area of Polygons in the Coordinate Plane; The Concept of Slope; Midpoint Formula
 - Workbook assessments
- E. Epilogue
- F. Checkpoint assessments (Lessons 1-4)
- G. Unit 1 Exam (Lesson 5)
- H. Project 1: Hypatia and Elibri (Lessons 1-5)
- I. To Be Continued...!

Honors Geometry B Syllabus**Unit 2:** Slippery Slopes (Coordinate Proofs with Distance Formula, Midpoint Formula, and Slope)

- A. Math Muscle Exercise (Lessons 6-10)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Partitioning Segments; Slope-Intercept Form; Point-Slope Form; Parallel Lines and Their Equations; Perpendicular Lines and Their Equations
 - Workbook assessments
- D. Epilogue
- E. Checkpoint assessments (Lessons 6-9)
- F. Unit 2 Exam (Lesson 10)
- G. Project 2: Geometric Construction I (Lesson 6)
- H. Project 2: Robot's Path (Lessons 7-10)
- I. To Be Continued...!

Unit 3: Circular Logic (Theorems about Circles, Arc Length, Area of Sectors)

- A. Math Muscle Exercise (Lessons 11-15)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Chords, Diameters, and Their Relationships; Tangent Lines of a Circle; Arcs, Chords, and Similar Circles; Arc Length and Radian Measure; Sectors
 - Workbook assessments
- D. Epilogue
- E. Checkpoint assessments (Lessons 11-14)
- F. Unit 3 Exam (Lesson 15)
- G. Project 3: Geometric Construction II (Lessons 11-13)
- H. Project 3: Making a Pie Chart (Lessons 14-15)
- I. To Be Continued...!

Honors Geometry B Syllabus**Unit 4:** Circumventing (Theorems about Angles and Segments of Circles, Equations of Circles)

- A. Math Muscle Exercise (Lessons 16-20)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Central, Inscribed, and Circumscribed Angles; Other Angle Relationships in Circles; Segment Relationships in Circles; Writing Equations of Circles; Recognizing Equations of Circles
 - Workbook assessments
- D. Epilogue
- E. Checkpoint assessments (Lessons 16-19)
- F. Unit 4 Exam (Lesson 20)
- G. Project 4: Geometric Constructions III (Lesson 16)
- H. Project 4: Circles in Real Life (17-20)
- I. To Be Continued...!

Unit 5: One Problem, Many Faces (Permutations, Combinations, Theoretical and Experimental Probabilities)

- A. Math Muscle Exercises (Lessons 21-25)
- B. Prologue
- C. Level Up
 - Key Terms
 - Text and Videos: Permutations; More About Permutations; Combinations; The Concept of Probability; Theoretical and Experimental Probability
 - Workbook assessments
- D. Epilogue
- E. Checkpoint assessments (Lessons 21-24)
- F. Unit 5 Exam (Lesson 25)
- G. Project 5: Probability in Theater
- H. To Be Continued...!

Honors Geometry B Syllabus**Unit 6: Probability and Certainty (Independent Events, Conditional Probability, Compound Events)**

- A. Math Muscle Exercises (Lessons 26-29)
- B. Prologue (Lessons 26-29)
- C. Level Up
 - Key Terms
 - Text and Videos: Independent Events; Conditional Probability; Probabilities with Frequency Tables; Compound Events
 - Workbook assessments
- D. Unit Review (Lesson 30)
- E. Epilogue
- F. Checkpoint assessments (Lessons 26-28)
- G. Unit Exam (Lesson 29)
- H. Course Final Exam (Lesson 30)
- I. Project 6: Casino Games
- J. To Be Continued...! (Lessons 26-29)
- K. Aftermath (Lesson 30)

**APPENDIX A
CURRICULUM**

C.5 Syllabi

It includes the syllabi for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-5
- f. Health and Physical Education
- g. World Languages

Science

K-12

Kindergarten Science A Syllabus

Course Description:

In Kindergarten Science, students in this course will use their senses to explore their world. Students experience nature walks, gardening, and imitative games by exploring The Fall Season, Leaves and Butterflies, Deer, Autumn Leaves and Weather Conditions, Falling leaves, Squirrels, Ducks, Natural Fall Objects, Nature Observations, Animals & Camouflage, Planting a Garden, Terrariums, Growing a Seed, Goldfish, Freezing Water, and Magnets.

Materials needed:

- Colored pencils or crayons
- Magnifying glass
- Sweet potato or avocado seed
- 3 or 4 Nails
- Drinking Glass
- Jar (with a large opening)
- Rubber band
- Plastic wrap
- Mixture of soil, sand and charcoal
- Glass tumbler
- Cotton balls
- Blotter
- Bean seeds
- Magnet
- Iron filings
- Paper plate

Module	Lesson Title	Objectives
1	The Fall Season	<ul style="list-style-type: none"> • Recall summer • Record sounds, smells and the beauty of summer.
	Leaves and Butterflies	<ul style="list-style-type: none"> • Learn about fall leaves and hide objects in them. • Read “The Butterfly Story” to your child.
	Deer in Fall	<ul style="list-style-type: none"> • Read “The Prince of the Forest” to your child. • Draw a picture of Daddy Buck and glue into your science scrapbook.

Kindergarten Science A Syllabus

Module	Lesson Title	Objectives
2	Autumn Leaves and Weather Conditions	<ul style="list-style-type: none"> • Discuss different kinds of trees and leaves. • Gather autumn leaves and talk about their various colors. • Begin discussing weather
	Autumn and Falling Leaves	<ul style="list-style-type: none"> • Read the story, “The Crying Tree” to your child. • Observe Fall leaves and draw a picture of a tree with leaves falling.
	Squirrel Behavior	<ul style="list-style-type: none"> • Read the story, “The Tale of Three Squirrels” to your child. • Observe the squirrels in your neighborhood.
3	Duck Observation	<ul style="list-style-type: none"> • Read the story, “Quark” to your child. • Observe and study ducks.
	Natural Fall Objects	<ul style="list-style-type: none"> • Study natural fall objects • Discuss the changing weather.
	Observing Nature	<ul style="list-style-type: none"> • Study nature close up • Use a magnifying glass to look at different objects.
4	Animal Camouflage	<ul style="list-style-type: none"> • Learn different way animals camouflage (hide) themselves. • Recognize different weather conditions.
	Listening to Nature	<ul style="list-style-type: none"> • Identify outdoor sounds in nature. • Collect items to add to nature table.
	Nature Review	<ul style="list-style-type: none"> • Review of your many experiences in nature.
5	Plant a Garden	<ul style="list-style-type: none"> • Plant an indoor garden. • Illustrate the growth of a seed into a plant.
	Assemble and Plant a Terrarium	<ul style="list-style-type: none"> • Assemble a terrarium. • Plant small, shade-loving plants.

Kindergarten Science A Syllabus

Module	Lesson Title	Objectives
	Grow a Bean Seed	<ul style="list-style-type: none"> • Make a classroom garden. • Plant bean seeds in the classroom garden.
6	Make a Goldfish Bowl	<ul style="list-style-type: none"> • Draw a picture of one or more of the experiments you are doing. • Make a goldfish bowl.
	Freezing Water and Magnets	<ul style="list-style-type: none"> • Observe the change in form of water to ice. • Study daily weather conditions. • Observe the behavior of magnets.
	Compare Environments	<ul style="list-style-type: none"> • Compare and contrast various environments.

Kindergarten Science B Syllabus

Course Description:

Students in this course will continue using their senses to explore their world. Students experience nature walks, gardening, and imitative games by exploring Animal Tracks, Astronomy in the Winter, Animals and their Offspring, Shapes in Nature, Winter and the Five Senses, Properties of Matter, Spring Clouds, Rainbows and Evaporation, Making Maple Syrup, Spring Flowers, Spring Plant Growth, Earthworms, Evening Stars & Constellations, Birds, Pet Care, Bees and Pollination, The Sounds of Spring, Frogs and Ponds

Materials needed:

- Magnifying glass
- colored pencils or crayons
- Maple Syrup
- Seeds
- Pots
- Soil
- Garden fork
- Potato
- Piece of cotton
- Toothpicks
- Apples
- Piece of cloth
- Flashlight
- Sunflower seeds
- Bean seeds
- Garden stakes

Module	Lesson Title	Objectives
1	Animal Tracks	<ul style="list-style-type: none"> • Explore snow with your child. • Look for animal tracks in the snow.
	Astronomy in Winter	<ul style="list-style-type: none"> • Observe the growth of the child's indoor garden. • Read animal and nature stories and learn poems about animals and nature.
	Animals and Offspring	<ul style="list-style-type: none"> • Match common animals with their offspring.

Kindergarten Science B Syllabus

2	Shapes in Nature	<ul style="list-style-type: none"> • Ask your child to point out letter shapes you see in nature. • Discuss winter weather conditions. • Make a wreath to feed the birds in your yard.
	Winter and the Five Sense	<ul style="list-style-type: none"> • Use the five senses to discuss winter. • Explore the concepts of ice.
	Properties of Matter	<ul style="list-style-type: none"> • Teach your child the feel of small items and to identify these object. • Play the shaker game with your child.
3	Spring Clouds	<ul style="list-style-type: none"> • Read Little Cloud to your child. • Go out each day to look for images in the clouds.
	Rainbows and Evaporation	<ul style="list-style-type: none"> • Read Rainbow Raindrop to your child. • Start talking about evaporation and what puddles do after it
	Making Maple Syrup	<ul style="list-style-type: none"> • Read the story, The Maple Tree to your child. • Learn about maple syrup and put on homemade pancakes or waffles. • Draw a picture of a maple tree. • Make leaf rubbings.
4	Spring Flower Growth	<ul style="list-style-type: none"> • Go outside and observe squirrels and chipmunks. • Teach your child about parts of a tree. • Plant your own flower seeds and have your child water them daily. • Discuss weather conditions with your child.
	Spring Plant Growth	<ul style="list-style-type: none"> • Read the story, Daniel Grows Up to your child. • Find different kinds of new shoots in your area. • Start walking directions for left, right and straight. • Describe the weather.
	Earthworms in Soil	<ul style="list-style-type: none"> • Read Eartha the Earthworm to your child this week. • Go outside and dig for earthworms. • Grow potato hair.

Kindergarten Science B Syllabus

5	Evening Stars and Constellations	<ul style="list-style-type: none"> • Study the evening stars and talk about the constellations. • Show your child how some tools work.
	Birds and Birds' Nests	<ul style="list-style-type: none"> • Look at and study birds and bird nests.
	Pet Care	<ul style="list-style-type: none"> • Teach your child the importance of taking care of pets • Take a walk and look for spider webs.
6	Bees and Pollination	<ul style="list-style-type: none"> • Make a God's Eye out of yarn. • Read the story <i>Stand up to your child.</i> • Find the star in the middle of an apple and draw a picture of it. • Observe the bees.
	The Sound of Spring	<ul style="list-style-type: none"> • Listen to the sounds of spring this • Make up a story about the magic of the firefly. • Care for a plant. • Smell the sweet Spring air.
	Frogs and Ponds	<ul style="list-style-type: none"> • Your child should continue caring for a plant. • Plant a summer house with sunflowers. • Read The Pond Ritual.

Course Description:

In First Grade Science, students in this course will complete projects that are designed to allow for exploration and discovery. Students observe their surroundings and through observations of the natural world conduct inquiries into topics related to their healthy development.

Materials needed:

- Glue
- Colored pencils or crayons
- Flowers or plants for pressing
- Blotting paper
- Scissors
- Old sheet or towel
- Small dish or container
- Watercolor paints
- Tweezers
- Wax paper
- Iron
- Pre-made calendar or available calendar
- Empty milk carton
- 1 Dowel (5" x 8")
- Straw
- Tape
- 1 small pin or nail
- Pencil with eraser
- Outdoor thermometer
- Compass
- Blue construction paper
- Cotton
- 8 ½" x 11 papers
- String

Module	Lesson Title	Objectives
1	Moon and Seasons	<ul style="list-style-type: none"> • Identify the various moon phases. • Identify the patterns of summer.
	Season and Daylight Exploration	<ul style="list-style-type: none"> • Set up a Nature corner depicting the four seasons. • Complete a leaf printing. • Draw pictures representing the different seasons. • Continue observing the phases of the moon.
	Classifying Leaves	<ul style="list-style-type: none"> • Use simple tools to observe nature. • Classify and arrange objects of nature.

Module	Lesson Title	Objectives
2	Role of Seeds	<ul style="list-style-type: none"> Learn about seeds and the role they play in the life of a plant. Draw a picture of a plant with its root system.
	Observing Animal Tracks	<ul style="list-style-type: none"> Look at animal tracks in nature or in books. Compare track to footprints. Draw and label tracks.
	Birds in Nature	<ul style="list-style-type: none"> Discover which birds live in the area. Draw pictorial representation of birds. Learn bird behavior during the seasons.
3	Basic Needs of Animals	<ul style="list-style-type: none"> Consider animals' basic needs of food, water, air and Observe animals in nature. Draw animals. Build a bird house.
	Making a Weather Chart	<ul style="list-style-type: none"> Understand the unpredictable nature of weather. Explore the concepts of north, south, east, and west. Make a wind vane and chart weather.
	Light	<ul style="list-style-type: none"> Describe how light travels. Make observations that objects in darkness can be seen only when illuminated. Conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
	Cloud Formation	<ul style="list-style-type: none"> Observe cloud formations. Identify different cloud formations.
4	Animals and Weather Change	<ul style="list-style-type: none"> Observe the sensory experience of animals as they react to changes in the weather. Illustrate how animals prepare for winter months.

Module	Lesson Title	Objectives
	Living with Nature	<ul style="list-style-type: none"> Observe the ways humans and nature support each other. Illustrate your observations.
	Animal Adaptation and Offspring	<ul style="list-style-type: none"> Identify how local animals adapt to seasonal changes. Illustrate animal adaptations.
5	Winter and Snow Formation	<ul style="list-style-type: none"> Identify various winter activities around the world. Illustrate winter activities.
	Comparing Tree Types	<ul style="list-style-type: none"> Recognize deciduous and evergreen trees. Compare deciduous and evergreen trees.
	Wild Animal Responses	<ul style="list-style-type: none"> Explore wild animals and how they respond to the seasons. Observe and draw pictures that represent your observations.
6	Concept of Hibernation	<ul style="list-style-type: none"> Describe the idea of hibernation. Draw a picture representing hibernation. Compare human needs in winter to needs of hibernating animals.
	Concept of Erosion	<ul style="list-style-type: none"> Explore the concept of erosion. Illustrate the concept of erosion.
	Constellations in the Night Sky	<ul style="list-style-type: none"> Observe the night sky. Locate and identify various constellations. Illustrate constellations in Main Lesson Book.

Course Description:

Students in this course will complete projects that are designed to allow for exploration and discovery. Students observe their surroundings and through observations of the natural world conduct inquiries into topics related to their healthy development.

Materials needed:

- 2 Ziploc bags
- 1 cup of Crisco or shortening
- Bowl
- Drinking glass
- Watercolor paints
- Tomato seeds
- Small pot
- Water
- Soil
- Colored pencils or crayons Plate
- Large pot
- Thermometer (°C and °F)
- Vegetable seeds

Module	Lesson Title	Objectives
1	Animals in the Arctic	<ul style="list-style-type: none"> • This week we explore what life is like in the coldest parts of the world, namely the Arctic and Antarctic regions of the North and South Pole. • Your child will be encouraged to study animals indigenous to these regions, and perform an experiment to discover the insulating effect of blubber.
	Nocturnal and Diurnal Animals	<ul style="list-style-type: none"> • Learn the difference between diurnal and nocturnal animals. • Examine characteristics of an owl.
	States of Matter	<ul style="list-style-type: none"> • This week your child will explore various kinds of matter, specifically liquids, solids and gases. • Your child will identify objects in nature and determine if they are liquid or solid. Matter can be categorized by observable properties, such as color, size, shape, and weight. • We will observe ice (or snow if it's available) melt as heat is applied and work with clay in order to reinforce the concepts that matter can change shape. • Your child will draw an example of a gas.

Science 1 B Syllabus

Module	Lesson Title	Objectives
2	Dolphins and Sea Life	<ul style="list-style-type: none"> Recognize dolphins and other sea life. Complete a wet painting that illustrates sea life.
	Planting a Tomato	<ul style="list-style-type: none"> Learn how to plant a tomato. Nourish your plant and grow the tomato.
	Scientific Inquiry	<ul style="list-style-type: none"> This week your child will engage in scientific inquiry! Your child will set up an experiment and make a hypothesis about why different objects responded — did they sink or float? Your child will complete a chart that reflects their experience.
3	Reading a Thermometer	<ul style="list-style-type: none"> This week your child will learn to read a thermometer and see the difference between degrees Celsius and Fahrenheit. Your child will begin to chart the daily temperature on a calendar.
	Life in a Pond	<ul style="list-style-type: none"> Explore pond life.
	Life in the Forest	<ul style="list-style-type: none"> Explore life in the forest. Record observations.
4	Characteristics of the Maple Leaf	<ul style="list-style-type: none"> Follow the travels of a maple leaf. Observe and record bird activity.
	Thunder and Lightning	<ul style="list-style-type: none"> Observe thunder and lightening. Calculate lightning distance.
	Sounds in Nature	<ul style="list-style-type: none"> Record sensory observations of nature. Illustrate an animal heard this week.

Science 1 B Syllabus

Module	Lesson Title	Objectives
		<ul style="list-style-type: none"> Understand that vibrating materials can make sound and that sound can make materials vibrate.
	Sound	<ul style="list-style-type: none"> Describe how vibrating objects produce sound.
5	Birdhouses and Nesting Behavior	<ul style="list-style-type: none"> This week we will continue our focus on birds with a look at the kinds of homes birds build for their families. If possible, your child will go on a nature walk to observe nesting behavior in local birds Your child will explore other kinds of homes as well and enter a picture into their Main Lesson Book.
	Deciduous Trees	<ul style="list-style-type: none"> This week your child will learn about budding deciduous trees. Your child will hear a story about Johnny Appleseed, and make a weather chart record wind direction and temperature twice daily. Your child will compare these charts to earlier ones that they have made and discuss possible reasons for the many differences they see.
	Cycle of the Sunflower	<ul style="list-style-type: none"> Explore the life of a sunflower.
6	Bees and Pollination II	<ul style="list-style-type: none"> Observe bee behavior. Explore the process of pollination.
	Comparing Butterflies	<ul style="list-style-type: none"> Compare characteristics of swallowtail and monarch butterflies. Explore caterpillar cocoons.
	Planting a Garden	<ul style="list-style-type: none"> This final week your child will hear a story of a boy and his vegetable garden. Your child will be encouraged to plant a "garden" of your own, no matter how small, in order to help your child connect with the earth and to build a stronger sense of our interdependent relationship with nature.

Course Description:

Second Grade Science introduces students to the process of observation and how important it is to the study of science. Learners will identify their five senses and why they are critical to observation. Students will use these observation skills throughout the course as they examine many different types of animals and their environments. Students begin by observing ants in their own environments and continue onto learning the different types of birds. Students will come to understand plant and animal rhythms and will perform small experiments with plants. Stories will be used to teach the students about nature and interactions that humans have with nature. They will continue to learn about animals and their characteristics habitats, and needs. Students will learn through video, audio stories, hands-on participation and observation with nature. The teachers will conduct live assessments for the topics that had been covered throughout the week's lessons. Grade 2 Science provides students with the opportunity to expand their minds and see for themselves the way that animals and nature are a part of their everyday lives.

Materials needed:

- Colored pencils or crayons
- Large grapefruit or orange
- Birdseed
- Pencil
- Twine
- Leaves (evergreen and/or deciduous)
- Wax paper
- Iron
- Old sheet or towel
- Three small pots
- Potting soil
- Seeds of your choosing
- Plain 3x5 index cards
- Yarn, Scissors
- 2 Popsicle Sticks

Module	Lesson Title	Objectives
1	The Five Senses	<ul style="list-style-type: none"> Learn about the senses. Identify the 5 senses.
	Behavior of Ants	<ul style="list-style-type: none"> Observe the behavior of ants. Identify the different "jobs" of ants in their colonies.
	Types of Birds	<ul style="list-style-type: none"> Explore the life of a bird. Study nature observations.
2	Animal Habitats	<ul style="list-style-type: none"> Observe the eating habits of animals. Identify what animals in the wild eat.
	Animal Cooperation	<ul style="list-style-type: none"> Learn about animals gathering together to save and help one another. Observe and learn how nature cooperates (or doesn't).
	Properties of Matter	<ul style="list-style-type: none"> Describe observable properties of matter.
	Heat and Temperature	<ul style="list-style-type: none"> Describe how heat can be produced. Understand the difference between heat and temperature. Explain how heat can move from one object to another. Observe the change in form of water to ice.
	States of Matter	<ul style="list-style-type: none"> This week your child will explore various kinds of matter, specifically liquids, solids and gases. Your child will identify objects in nature and determine if they are liquid or solid. Matter can be categorized by observable properties, such as color, size, shape, and weight. We will observe ice (or snow if it's available) melt as heat is applied and work with clay in order to reinforce the concepts that matter can change shape. Your child will draw an example of a gas, a liquid, and a solid in their Science Main Lesson (Scrap) Book.

Module	Lesson Title	Objectives
3	Animal Rhythms	<ul style="list-style-type: none"> Explore the idea of natural rhythms of human beings.
	Plant and Animal Rhythm	<ul style="list-style-type: none"> Observe the rhythms of plants and animals. Chart observations of rhythms of plants and animals.
	Trees and Leaves	<ul style="list-style-type: none"> Identify local trees. Collect leaves of local trees.
	Experiments with Plants	<ul style="list-style-type: none"> Recognize the primary things plants need to grow. Prepare a first science experiment.
4	Stories about Nature	<ul style="list-style-type: none"> Relate various nature stories.
	Stories about Nature and Interactions	<ul style="list-style-type: none"> Recount more stories about nature's interactions.
	Squirrel Habitats	<ul style="list-style-type: none"> Observe the life of a squirrel. Illustrate the natural habitat of a squirrel.
5	Animal Characteristics	<ul style="list-style-type: none"> Describe characteristics of several animals. Distinguish between various character traits of animals such as stamina, strength and gentleness.
	Animal Needs	<ul style="list-style-type: none"> Continue to play the game developed last week. Create an animal booklet.

Module	Lesson Title	Objectives
	Behavior of Bees	<ul style="list-style-type: none">• Explore the life of bees and how they develop the honeycomb.• Read the story, "The Flight of the Worker Bee".• Use beeswax to design a honeycomb.
6	Animal Habitats and Weather	<ul style="list-style-type: none">• Explore the homes that various animals form.• Make a termite castle.
	Spider Webs	<ul style="list-style-type: none">• Observe a spider's home.• Identify characteristics of a spider web.
	Different Nests for Different Birds	<ul style="list-style-type: none">• Learn about the nests birds make.

Course Description:

Semester B of Second Grade Science begins with the students learning the characteristics of the Weaverbird and Swiftlet bird. Learners will come to understand the different groupings of animals including those with vertebrates, invertebrates and warm and cold blooded animals, carnivores, herbivores and omnivores. Learners will be asked to recall the five senses that they discussed at the beginning of the course and compare them to the senses of animals. They will also learn how animals communicate and the relationship between animals and humans. The course ends with the students taking a closer look at the characteristics of reptiles, insects, birds of prey, and fish. At the close of the course students will have a deeper understanding and appreciation of animals and their habitats.

Materials needed:

- Colored pencils or crayons
- Gum
- Globe
- Multi-colored construction paper
- Scissors

Module	Lesson Title	Objectives
1	Events on Earth	<ul style="list-style-type: none"> • Examine characteristics and causes of earthquakes. • Examine characteristics and causes of volcanoes.
	Characteristics of the Weaverbird	<ul style="list-style-type: none"> • Explore the concept of erosion. • Go bird watching. • Learn about the weaverbird that is found primarily in Africa.
	Characteristics of the Swiftlet Bird	<ul style="list-style-type: none"> • Learn about the Swiftlet bird of Southeastern Asia.

	Large Habitats	<ul style="list-style-type: none"> Explore the concept of habitat.
2	Animals: Vertebrates and Invertebrates	<ul style="list-style-type: none"> Study the two major animal groups: the vertebrates and invertebrates.
	Warm- and Cold-Blooded Animals	<ul style="list-style-type: none"> Study warm versus cold blooded animals.
	Tracks Animals Make	<ul style="list-style-type: none"> Study animal tracks.
3	Animal Food Chains	<ul style="list-style-type: none"> Learn about the food chain. Explore the interdependent relationships in nature.
	Relationships Between Humans and Animals	<ul style="list-style-type: none"> Explore ways in which animals and human beings help each other.
	Carnivores, Herbivores and Omnivores	<ul style="list-style-type: none"> Learn about carnivores, herbivores, and omnivores.
4	The Five Senses and Animal Communication	<ul style="list-style-type: none"> Learn about the various ways animals communicate. Be introduced to the five animal senses.

	Animal Communication and Signals	<ul style="list-style-type: none"> Explore ways animals communicate.
	Biomes	<ul style="list-style-type: none"> Identify the desert, forests, aquatic, tundra and grasslands biomes. Indicate the different animals that live in these biomes. Examine the adaptations the animals made to their environments.
5	The Dolphin and the Field Mouse	<ul style="list-style-type: none"> Identify characteristics of the dolphin. Identify characteristics of the field mouse.
	Characteristics of Reptiles	<ul style="list-style-type: none"> Identify different reptiles. Match the reptile to its natural habitat.
	Tadpoles to Frogs	<ul style="list-style-type: none"> Learn about the frog's transformation from the egg into a full-grown frog.
6	Characteristics of Insects	<ul style="list-style-type: none"> You will learn about insects.
	Characteristics of Birds of Prey	<ul style="list-style-type: none"> Identify large birds of prey.
	Characteristics of Fish	<ul style="list-style-type: none"> Learn about fish.

3rd Grade Science Semester A Syllabus**Course Description:**

Third grade science introduces students to experimentation as they journey through the earth and its many miracles. They will begin by learning about the earth, the sun and the moon. By participating in simple experiments students will explore the water cycle, gravity, the weather and its patterns, various types of terrain, and the role of plants in the production of oxygen and their importance to human survival. Learners will expand their knowledge through video, pictures, short readings, projects, and hands on experiments. Learners will understand that experiments require the use of instruments, observation, recording, and drawing evidence based conclusions. Grade 3 science provides students with the opportunity to expand their minds and see for themselves the way that science is a part of their everyday lives.

Materials needed: Colored pencils or crayons, Inflatable Globe, Lamp from your home or school, Large pan, Plastic plate, Gong – or some object to sound on to denote the passing of an hour, pan (or any flat, open dish), Small jar without a lid, small jar with a lid, tablespoon, tape, ice cubes, blue construction paper, three hole punch, yarn, bag of cotton balls, glue, balloons, clay, and scissors.

Module	Lesson Title	Objectives
1	Earth and Sun Concepts	1. Learn about the earth's revolution around the sun.
	Phases of the Moon	1. Identify the phases of the moon. 2. Observe the effects of the moon's phases on nature. 3. Record observations.
	Devices to Tell Time	1. Identify various means of telling time. 2. Illustrate and describe clock devices.
2	The Role of Gravity	1. Explore the concept of gravity. 2. Write creatively in your Science Lesson Book.
	Plant Respiration and Relationships	1. Describe plant forms 2. Identify plant respiration 3. Discuss various ways plants and humans help each other
	Water Cycle: Evaporation	1. Identify steps in the water cycle. 2. Recognize how water evaporates. 3. Observe and record the rate at which water evaporates.

3rd Grade Science Semester A Syllabus

Module	Lesson Title	Objectives
3	Water Cycle: Condensation	<ol style="list-style-type: none"> 1. Identify the steps in the water cycle. 2. Recognize the process of condensation. 3. Observe and record findings of condensation.
	Water Cycle: Precipitation	<ol style="list-style-type: none"> 1. Identify the steps of the water cycle. 2. Recognize the process of precipitation. 3. Diagram the complete water cycle.
	Basics of Weather and Weather Patterns	<ol style="list-style-type: none"> 1. Observe daily weather and weather patterns. 2. Construct a wind vane. 3. Chart daily weather observations.
4	Cloud Formation II	<ol style="list-style-type: none"> 1. Identify cloud formations.
	Lightning and Electricity	<ol style="list-style-type: none"> 1. Explore the phenomenon of lightning. 2. Simulate aspects of the static electricity in lightning.
	Weather Extremes	<ol style="list-style-type: none"> 1. Identify extreme weather conditions. 2. Illustrate hurricanes, tornadoes and blizzards.
5	The Earth and Sun Relationship	<ol style="list-style-type: none"> 1. Trace the earth's revolution around the sun. 2. Recognize how the earth's revolution around the sun applies to seasonal changes. 3. Evaluate an experiment that illustrates the process of the earth's revolution.
	Global Climate Zones	<ol style="list-style-type: none"> 1. Identify the five global climate zones. 2. Illustrate the different climate zones.
	Characteristics of Terrain on Earth	<ol style="list-style-type: none"> 1. Identify various types of terrain. 2. Construct a clay diorama of local terrain. 3. Label drawings of various types of terrain.
6	Characteristics of Mountainous Regions	<ol style="list-style-type: none"> 1. Further discriminate mountainous regions. 2. Locate the highest mountain ranges in various regions. 3. Identify facts about local mountains.

3rd Grade Science Semester A Syllabus

Module	Lesson Title	Objectives
	Trees and Human Needs	<ol style="list-style-type: none">1. Relate trees and their relationship and usefulness to humankind.2. List objects that come from trees.3. Create a collage of items that originated from trees.
	Types of Trees	<ol style="list-style-type: none">1. Identify various types of trees.2. Categorize different species of trees and leaves.

3rd Grade Science Semester B Syllabus**Course Description:**

Semester B of third grade science begins with the students writing a poem about the seasonal cycles. The learners continue with root formation, the interdependence of plants and humans, biomes of land and sea, extreme weather, rocks, vertebrates and invertebrates, as well as extinction. All of these lessons are taught using video, projects, and experimentation. Semester B asks learners to look a bit deeper into things they encounter such as the ocean and weather.

Materials needed: Colored pencils or crayons, Avocado or sweet potato, 3 - 5 Nails or toothpicks, Clear glass or plastic cup, two glass tumblers, celery stalk, food coloring (red and green), microscope, magnifying glass or loupe, flower, leaf, globe or world map, scissors, and glue.

Module	Lesson Title	Objectives
1	Cycle of Seasons	1. Identify the seasonal cycles around the world.
	Investigation into Root Formation	1. Closely observe root formation in plants. 2. Experiment with root growth. 3. Record and explain results of the experiment.
	Plants and Water Absorption	1. Observe how a plant absorbs water from the soil. 2. Experiment with water absorption. 3. Record and explain the results of the experiment.
2	Basics of Photosynthesis	1. Define the word photosynthesis. 2. Examine a leaf and a flower. 3. Illustrate a leaf and its structure.
	Interdependence of Man and Nature	1. Explore the ways man, plants and animals interact. 2. Explain how man, nature and animals must help one another. 3. Predict what will happen if man, nature and animals do not help one another.
	The Water Cycle	1. Hear a simple explanation of how the cycle works, and then design an experiment to watch the water cycle in action! 2. Journal observations over time.
3	Classifying Ecosystems: Biomes	1. Identify the three biomes: desert, rainforest, tundra. 2. Indicate the different animals that live in the three biomes. 3. Examine the adaptations the animals made to their environments.

3rd Grade Science Semester B Syllabus

Module	Lesson Title	Objectives
	Classifying Ecosystems: Biomes II	<ol style="list-style-type: none"> 1. Explore characteristics of other biomes. 2. Identify the biome in which you are presently living. 3. Illustrate characteristics of your particular biome.
	Characteristics of Earthquakes and Volcanoes	<ol style="list-style-type: none"> 1. Examine characteristics and causes of earthquakes. 2. Examine characteristics and causes of volcanoes. 3. Illustrate earthquakes and volcanoes in the Science Main Lesson Book.
4	Natural Resources in Your Community	<ol style="list-style-type: none"> 1. Discover the natural resources in your area. 2. List in your Science Main Lesson Book the resources in your area.
	Characteristics of Caves and Cave Animals	<ol style="list-style-type: none"> 1. Explore caves. 2. Define stalactites and stalagmites you might discover in caves. 3. Identify the animals that live in caves.
	Characteristics of Rocks	<ol style="list-style-type: none"> 1. Examine rocks in your area. 2. Collect rocks, observe them under magnification and perform simple research to identify their possible type.
5	Cycle of Rocks	<ol style="list-style-type: none"> 1. Discover the elements that have an effect on rocks over time. 2. Describe the changes that can occur on solid rock.
	Biomes: Ocean Water	<ol style="list-style-type: none"> 1. Identify characteristics of the salt water biome of the ocean. 2. Examine and report on the salt water biome of the ocean.
	Biomes: Freshwater	<ol style="list-style-type: none"> 1. Identify characteristics of the freshwater biomes. 2. Observe plant and animal life that lives within some of the freshwater environments.
6	Characteristics of Vertebrates and Invertebrates	<ol style="list-style-type: none"> 1. Distinguish vertebrates from invertebrates. 2. Illustrate both types of animals.
	Concepts of Plants: Stems	<ol style="list-style-type: none"> 1. Distinguish between plants with stems and those without. 2. Classify plants in nature according to these two

3rd Grade Science Semester B Syllabus

Module	Lesson Title	Objectives
		groups. 3. Research in depth one plant of each type. 4. Report on these plants in the Science Main Lesson Book.
	Plants and Animals: Extinction	1. Explore certain plants and animals that have become extinct. 2. Describe ways plants and animals become extinct and identify examples. 3. Research in depth one extinct plant or animal.

4TH GRADE SCIENCE

Course Description

Semester A

Grade 4 Science includes the three main domains of science which are physical, life, and earth and space science. Learners will use various kinds of experimenting, including field studies, systematic observations, models, and controlled experiences. The course begins with the explanation of the scientific method which the students continue to use and build upon throughout the course. The big picture of the earth is examined as students review the life on planet earth, salt and fresh water, and fast and slow changes that occur on the planet. Students go beyond planet earth, though, as they study galaxies, the solar system and other planets. Students examine the ways that forces and motion can be measured and the concept that a single kind of matter can exist as a solid, liquid or gas. Grade 4 science uses many modes of instruction including video presentations, enrichment activities, and hands-on experimentation.

Semester B

Semester B of Grade 4 Science focuses on the relationship between heat, light, sound, and electrical energy and the way they can be transferred between each other. Learners distinguish between natural objects and objects made by humans as they examine technology and the role it plays in science. Students also look at life cycles of animals, plants, and humans and how they interact with each other. The course ends by looking at the ways that humans interact with the environment. Students will use research skills, watch videos, and get their hands dirty as they complete projects that require them to dig through dirt and trash in order to learn broader lessons that have to do with helping the environment.

Course Requirements

Grade Level

4th Grade

**** Materials***

Basic School Supplies

Fourth Grade Materials Kit

**Materials listed should be acquired by the student prior to beginning work in the course.*

4TH GRADE SCIENCE***Duration***

2 Semesters

Prerequisites

none

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Semester A***Major Concepts:***

- The Scientific Method
- Planet Earth
- The Atmosphere and Air
- The Weather
- Galaxies and Stars
- The Solar System and Planets
- Measurements and Instruments
- Matter
- Forces of Motion

Semester B***Major Concepts:***

- Sound and Light
- Heat and Temperature
- Electricity and Magnetism
- Science and Technology
- Characteristics of Life
- Animals and Plants
- The Human Body
- Biodiversity and Extinction
- Humans Interaction with the Environment

5th Grade Science A Syllabus**Course Description:**

Grade 5 Science continues to build on the science skills that have been obtained in years previous. There will be an emphasis on earth and space science, life science, and physical science. Students will begin the course by focusing on earth and space science by looking at the solar system and planets. Students will come to an understanding of the concept of the earth as a sphere and the earth's place in the solar system. The course continues with a focus on physical science and the different tools that can measure force, time, and distance. They will also grow in their understanding of how light and sound travel and interact with each other as well as the different types of energy. The semester concludes with a look into life science and the ways that organisms are interconnected. Instruction will include real life application, hands-on projects and assessments, and video and short research projects.

Materials Needed:

Three types of seeds: corn (maize), bean (lima or other large bean), and radish 8.5"x
11" piece of cardstock or light cardboard
Ziploc or plastic lunch bag
Paper towel
Masking Tape
Water
2 to 4 weeks of experiment time
Optional Magnifying glass Balloons
Pencil
Tape measure
Clothespin
Graph Paper
Flashlight
Colored pencils
Wine Glass (with rim is best)

Module	Lesson Title	Objectives
1	Intro to Solar	<ol style="list-style-type: none"> 1. Define solar system, sun, planet, orbit, gravity, moon, asteroid, comet, and meteorite. 2. Describe that the solar system includes the sun and all celestial bodies that orbit the sun, and be able to describe the different types of objects briefly. 3. Understand that the sun is one of many stars that exist in the universe, and that it is part of the Milky Way. 4. Understand that each planet in the solar system has unique characteristics, and be able to describe those characteristics and differences.

5th Grade Science A Syllabus

Module	Lesson Title	Objectives
	Milky Way	<ol style="list-style-type: none"> 1. Define solar system, sun, planet, orbit, gravity, moon, asteroid, comet, and meteorite. 2. Describe that the solar system includes the sun and all celestial bodies that orbit the sun, and be able to describe the different types of objects briefly. 3. Understand that the sun is one of many stars that exist in the universe, and that it is part of the Milky Way. 4. Understand that each planet in the solar system has unique characteristics, and be able to describe those characteristics and differences.
	Dwarf Planets	<ol style="list-style-type: none"> 1. Define solar system, sun, planet, orbit, gravity, moon, asteroid, comet, and meteorite. 2. Describe that the solar system includes the sun and all celestial bodies that orbit the sun, and be able to describe the different types of objects briefly. 3. Understand that the sun is one of many stars that exist in the universe, and that it is part of the Milky Way. 4. Understand that each planet in the solar system has unique characteristics, and be able to describe those characteristics and differences.
	Asteroids, Meteoroids, and Comets	<ol style="list-style-type: none"> 1. Define solar system, sun, planet, orbit, gravity, moon, asteroid, comet, and meteorite. 2. Describe that the solar system includes the sun and all celestial bodies that orbit the sun, and be able to describe the different types of objects briefly. 3. Understand that the sun is one of many stars that exist in the universe, and that it is part of the Milky Way. 4. Understand that each planet in the solar system has unique characteristics, and be able to describe those characteristics and differences.
	Planet Orbits and Gravity	<ol style="list-style-type: none"> 1. Describe the effects of gravity, how it helps create the orbits of the planets in the solar system. 2. Describe the formation of the solar system, including the sun and the planets that orbit the sun. 3. Describe the unique characteristics of each planet in the solar system, including each planet's distance from the sun, size, composition, and orbit. 4. Identify those planets that have moons and/or debris that orbit them.

5th Grade Science A Syllabus

Module	Lesson Title	Objectives
	Mercury, Venus, and the Formation of the Solar System	<ol style="list-style-type: none"> 1. Describe the effects of gravity, how it helps create the orbits of the planets in the solar system. 2. Describe the formation of the solar system, including the sun and the planets that orbit the sun. 3. Describe the unique characteristics of each planet in the solar system, including each planet's distance from the sun, size, composition, and orbit. 4. Identify those planets that have moons and/or debris that orbit them.
	Earth, Mars, Jupiter and Saturn	<ol style="list-style-type: none"> 1. Describe the effects of gravity, how it helps create the orbits of the planets in the solar system. 2. Describe the formation of the solar system, including the sun and the planets that orbit the sun. 3. Describe the unique characteristics of each planet in the solar system, including each planet's distance from the sun, size, composition, and orbit. 4. Identify those planets that have moons and/or debris that orbit them.
	Uranus, Neptune and Dwarf Planets	<ol style="list-style-type: none"> 1. Describe the effects of gravity, how it helps create the orbits of the planets in the solar system. 2. Describe the formation of the solar system, including the sun and the planets that orbit the sun. 3. Describe the unique characteristics of each planet in the solar system, including each planet's distance from the sun, size, composition, and orbit. 4. Identify those planets that have moons and/or debris that orbit them.
	Gravity and Orbits	<ol style="list-style-type: none"> 1. Identify and describe the differences between comets, asteroids, and meteoroids. 2. Identify and describe the similarities between comets, asteroids, and meteoroids. 3. Describe why comets, asteroids, and meteoroids orbit the sun. 4. Know the difference between meteoroids, meteors, and meteorites.
	Comets	<ol style="list-style-type: none"> 1. Identify and describe the differences between comets, asteroids, and meteoroids. 2. Identify and describe the similarities between comets, asteroids, and meteoroids. 3. Describe why comets, asteroids, and meteoroids orbit the sun. 4. Know the difference between meteoroids, meteors, and meteorites.

5th Grade Science A Syllabus

Module	Lesson Title	Objectives
2	Asteroids	<ol style="list-style-type: none"> 1. Identify and describe the differences between comets, asteroids, and meteoroids. 2. Identify and describe the similarities between comets, asteroids, and meteoroids. 3. Describe why comets, asteroids, and meteoroids orbit the sun. 4. Know the difference between meteoroids, meteors, and meteorites.
	Meteoroids	<ol style="list-style-type: none"> 1. Identify and describe the differences between comets, asteroids, and meteoroids. 2. Identify and describe the similarities between comets, asteroids, and meteoroids. 3. Describe why comets, asteroids, and meteoroids orbit the sun. 4. Know the difference between meteoroids, meteors, and meteorites.
	The Big Bang	<ol style="list-style-type: none"> 1. Identify events in and following the Big Bang. 2. Explain how stars are born. 3. Describe how stars are classified. 4. Explain the life cycle and death of different types of stars.
	Birth of Stars	<ol style="list-style-type: none"> 1. Identify events in and following the Big Bang. 2. Explain how stars are born. 3. Describe how stars are classified. 4. Explain the life cycle and death of different types of stars.
	Life Cycle of Stars	<ol style="list-style-type: none"> 1. Identify events in and following the Big Bang. 2. Explain how stars are born. 3. Describe how stars are classified. 4. Explain the life cycle and death of different types of stars.
	Life & Death of Stars	<ol style="list-style-type: none"> 1. Identify events in and following the Big Bang. 2. Explain how stars are born. 3. Describe how stars are classified. 4. Explain the life cycle and death of different types of stars.
	Intro to the Sun	<ol style="list-style-type: none"> 1. Describe the basic structure of the sun.
	Structure of the Sun	<ol style="list-style-type: none"> 1. Describe the basic structure of the sun.

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Module	Lesson Title	Objectives
	Rotation and Revolution	<ol style="list-style-type: none"> 1. Describe the cycles and patterns of motion between the Earth and the sun are predictable. 2. Recognize that planets revolve around the sun in elliptical orbits. 3. Recognize that Earth's revolution around the sun takes approximately 365 days. 4. Recognize that Earth's tilt on its axis causes the seasons.
	Seasons	<ol style="list-style-type: none"> 1. Describe the cycles and patterns of motion between the Earth and the sun are predictable. 2. Recognize that planets revolve around the sun in elliptical orbits. 3. Recognize that Earth's revolution around the sun takes approximately 365 days. 4. Recognize that Earth's tilt on its axis causes the seasons.
3	Earth's Tilt and the Seasons	<ol style="list-style-type: none"> 1. Know that Earth's revolution around the sun takes approximately 365 days. 2. Describe how Earth's axis is tilted at an angle of 23.5°. 3. Explain how Earth's tilt is the cause of Earth's seasons.
	Spring	<ol style="list-style-type: none"> 1. Know that Earth's revolution around the sun takes approximately 365 days. 2. Describe how Earth's axis is tilted at an angle of 23.5°. 3. Explain how Earth's tilt is the cause of Earth's seasons.
	Summer	<ol style="list-style-type: none"> 1. Know that Earth's revolution around the sun takes approximately 365 days. 2. Describe how Earth's axis is tilted at an angle of 23.5°. 3. Explain how Earth's tilt is the cause of Earth's seasons.
	Autumn	<ol style="list-style-type: none"> 1. Know that Earth's revolution around the sun takes approximately 365 days. 2. Describe how Earth's axis is tilted at an angle of 23.5°. 3. Explain how Earth's tilt is the cause of Earth's seasons.
	Intro to the Moon	<ol style="list-style-type: none"> 1. Identify Earth as having a single moon that revolves around, or orbits, the Earth. 2. Explain how the relationship between Earth and the Moon creates day and night and the phases of the moon. 3. Describe how Earth's rotation on its axis in a 24-hour period produces day and night. 4. Understand how the moon helps create the tides in Earth's oceans.

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Module	Lesson Title	Objectives
	Night and Day	<ol style="list-style-type: none"> 1. Identify Earth as having a single moon that revolves around, or orbits, the Earth. 2. Explain how the relationship between Earth and the Moon creates day and night and the phases of the moon. 3. Describe how Earth's rotation on its axis in a 24-hour period produces day and night. 4. Understand how the moon helps create the tides in Earth's oceans.
	Phases of the Moon	<ol style="list-style-type: none"> 1. Identify Earth as having a single moon that revolves around, or orbits, the Earth. 2. Explain how the relationship between Earth and the Moon creates day and night and the phases of the moon. 3. Describe how Earth's rotation on its axis in a 24-hour period produces day and night. 4. Understand how the moon helps create the tides in Earth's oceans.
	Tides	<ol style="list-style-type: none"> 1. Identify Earth as having a single moon that revolves around, or orbits, the Earth. 2. Explain how the relationship between Earth and the Moon creates day and night and the phases of the moon. 3. Describe how Earth's rotation on its axis in a 24-hour period produces day and night. 4. Understand how the moon helps create the tides in Earth's oceans.
	Living on Planet Earth	<ol style="list-style-type: none"> 1. Describe the shape of the Earth. 2. List and define common terms used to describe Earth. 3. Describe at least five reasons that life can exist on Earth. 4. List and describe at least five landforms that exist on Earth's surface.
	Freshwater on Earth	<ol style="list-style-type: none"> 1. Describe lakes, rivers, and other water sources. 2. Explain the water cycle and how it connects fresh and saltwater sources. 3. Define groundwater and key terms related to it.
	Position, Motion and Force	<ol style="list-style-type: none"> 1. Understand that movement can be measured by speed. 2. Explain how the speed of an object is calculated by determining the distance (d) traveled in a period of time (t).

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Module	Lesson Title	Objectives
	Measuring Speed	<ol style="list-style-type: none"> 1. Understand that movement can be measured by speed. 2. Explain how the speed of an object is calculated by determining the distance (d) traveled in a period of time (t).
4	Gravity, Mass and Weight	<ol style="list-style-type: none"> 1. read for understanding. 2. perform experiments and activities and draw conclusions. 3. define key terms. 4. analyze and record data in an organizer. 5. understand that a force is a push or a pull. 6. understand that gravitational force is a pull. 7. recognize the relationship between pushes and pulls (forces) and a change in an object's motion, including that greater force on an object leads to greater change in motion.
	Earth and Weight	<ol style="list-style-type: none"> 8.
	Forces, Motion, and Speed	<ol style="list-style-type: none"> 9.
	Force	<ol style="list-style-type: none"> 1. Understand that a force is a push or a pull on an object. 2. Recognize that applying a force to an object can change the object's movement. 3. Understand that the weight of the object and amount of force applied affect the speed of the object. 4. Understand that the amount of change in movement of an object is based on the weight of the object and the amount of force exerted.
	Motion and Forces	<p>Understand that a force is a push or a pull on an object. Recognize that applying a force to an object can change the object's movement.</p> <p>Understand that the weight of the object and amount of force applied affect the speed of the object.</p> <p>Understand that the amount of change in movement of an object is based on the weight of the object and the amount of force exerted.</p>

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Module	Lesson Title	Objectives
	Laws of Motion	<ol style="list-style-type: none"> 1. Understand that a force is a push or a pull on an object. 2. Recognize that applying a force to an object can change the object's movement. 3. Understand that the weight of the object and amount of force applied affect the speed of the object. 4. Understand that the amount of change in movement of an object is based on the weight of the object and the amount of force exerted.
	Acceleration	<ol style="list-style-type: none"> 1. Understand that a force is a push or a pull on an object. 2. Recognize that applying a force to an object can change the object's movement. 3. Understand that the weight of the object and amount of force applied affect the speed of the object. 4. Understand that the amount of change in movement of an object is based on the weight of the object and the amount of force exerted.
	Building Blocks	<ol style="list-style-type: none"> 1. Describe the building blocks of matter: elements, atoms, and molecules.
	Properties of Matter	<ol style="list-style-type: none"> 1. Describe observable properties of matter.
	Conservation of Mass	<ol style="list-style-type: none"> 1. Explain the law of conservation of mass.
	Mixtures and Compounds	<ol style="list-style-type: none"> 1. Explain the difference between a mixture and a compound.

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Module	Lesson Title	Objectives
5	Light and Color	<ol style="list-style-type: none"> 1. Describe how light travels as waves. 2. Explain that as light travels from one place to another, it in a straight line until it interacts with another object or material. 3. Describe the difference between light being absorbed, bent (refracted), bounced back (reflected), or continuing to travel through the new material. 4. Describe how shadows are formed. 5. Explain how colors are produced when white light is separated into different wavelengths.
	Refraction of	<ol style="list-style-type: none"> 1. Describe how light travels as waves. 2. Explain that as light travels from one place to another, it in a straight line until it interacts with another object or material. 3. Describe the difference between light being absorbed, bent (refracted), bounced back (reflected), or continuing to travel through the new material. 4. Describe how shadows are formed. 5. Explain how colors are produced when white light is separated into different wavelengths.
	Reflection of	<ol style="list-style-type: none"> 1. Describe how light travels as waves. 2. Explain that as light travels from one place to another, it in a straight line until it interacts with another object or material. 3. Describe the difference between light being absorbed, bent (refracted), bounced back (reflected), or continuing to travel through the new material. 4. Describe how shadows are formed. 5. Explain how colors are produced when white light is separated into different wavelengths.
	Intro to Sound	<ol style="list-style-type: none"> 1. Describe how sound is produced by vibrating objects. 2. Explain how the rate of vibration is related to the pitch of sound. 3. Describe how the loudness of sound is measured. 4. Explain what it means that sound requires a medium which to travel. 5. Describe how sound travels at different speeds in different mediums.

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Module	Lesson Title	Objectives
	Pitch and Loudness	<ol style="list-style-type: none"> 1. Describe how sound is produced by vibrating objects. 2. Explain how the rate of vibration is related to the pitch of the sound. 3. Describe how the loudness of sound is measured. 4. Explain what it means that sound requires a medium through which to travel. 5. Describe how sound travels at different speeds in different mediums.
	Traveling Sound	<ol style="list-style-type: none"> 1. Describe how sound is produced by vibrating objects. 2. Explain how the rate of vibration is related to the pitch of the sound. 3. Describe how the loudness of sound is measured. 4. Explain what it means that sound requires a medium through which to travel. 5. Describe how sound travels at different speeds in different mediums.
	Sound Part 1&2	<ol style="list-style-type: none"> 1. Explain how sound and light are forms of energy. 2. Recognize that sound and light travel as waves. 3. Recognize that sound and light waves can be measured. 4. Describe how sound waves and light waves behave in predictable ways, such as being reflected or refracted.
	Light Part 1&2	<ol style="list-style-type: none"> 1. Explain how sound and light are forms of energy. 2. Recognize that sound and light travel as waves. 3. Recognize that sound and light waves can be measured. 4. Describe how sound waves and light waves behave in predictable ways, such as being reflected or refracted.
6 Resources	Nonrenewable	<ol style="list-style-type: none"> 1. Describe the difference between renewable and non-renewable energy sources. 2. Explain why nonrenewable energy sources are important to humans. 3. Discuss the role that energy sources play in food chains. 4. Explain why it is important to protect energy relationships in food chains.
	Renewable Resources	<ol style="list-style-type: none"> 1. Describe the difference between renewable and non-renewable energy sources. 2. Explain why nonrenewable energy sources are important to humans. 3. Discuss the role that energy sources play in food chains. 4. Explain why it is important to protect energy relationships in food chains.

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Module	Lesson Title	Objectives
	Flow of Energy	<ol style="list-style-type: none"> 1. Recognize that energy from the sun provides the energy to sustain almost all life on Earth. 2. Describe why photosynthesis is so important to living things. 3. Explain how energy flows through a food chain.
	Phytoplankton	<ol style="list-style-type: none"> 1. Recognize that energy from the sun provides the energy to sustain almost all life on Earth. 2. Describe why photosynthesis is so important to living things. 3. Explain how energy flows through a food chain.
	Energy Consumers	<ol style="list-style-type: none"> 1. Describe how populations of organisms can be categorized by how they acquire energy. 2. Explain the difference between a producer and a consumer in a food chain. 3. Identify organisms as energy consumers, including identifying the organism as a primary or other level consumer. 4. Describe the variety of ways in which consumers are able to get food.
	Ecosyste	<ol style="list-style-type: none"> 1. Explain how all of the processes that take place within organisms require energy. 2. Identify how populations of organisms can be categorized by how they acquire energy. 3. Describe how, for ecosystems, the major source of energy is sunlight. 4. Explain how food chains and food webs can be used to identify the relationships among producers, consumers, and decomposers in an ecosystem. 5. Describe how organisms perform a variety of roles in an
	Food Chains and Food Webs	<ol style="list-style-type: none"> 1. Explain how all of the processes that take place within organisms require energy. 2. Identify how populations of organisms can be categorized by how they acquire energy. 3. Describe how, for ecosystems, the major source of energy is sunlight. 4. Explain how food chains and food webs can be used to identify the relationships among producers, consumers, and decomposers in an ecosystem. 5. Describe how organisms perform a variety of roles in an ecosystem.

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Module	Lesson Title	Objectives
	Deer Cave	<ol style="list-style-type: none">1. Explain how all of the processes that take place within organisms require energy.2. Identify how populations of organisms can be categorized by how they acquire energy.3. Describe how, for ecosystems, the major source of energy is sunlight.4. Explain how food chains and food webs can be used to identify the relationships among producers, consumers, and decomposers in an ecosystem.5. Describe how organisms perform a variety of roles in an ecosystem.

5th Grade Science B Syllabus**Course Description:**

Semester B puts great emphasis on life science and begins by focusing on the many ecosystems of the earth and the way that all parts of ecosystems depend on each other. Students will learn the different types of ecosystems that exist. They will learn that ecosystems change and how the changes affect their ability to support their populations. Learners will examine plants; that they have different structures and how those structures allow them to respond to different needs. Students will also grow in their understanding of the importance of good nutrition to all living organisms. The course concludes with a look into the scientific process and the importance of investigations and conclusions in the study of science. Instruction will include real life application, hands-on projects and assessments, and video and short research projects.

Materials Needed:

- Three types of seeds: corn (maize), bean (lima or other large bean), and radish
- 8.5"x 11" piece of cardstock or light cardboard
- Ziploc or plastic lunch bag
- Paper towel
- Masking Tape
- Water
- 2 to 4 weeks of experiment time
- Optional Magnifying glass

Module	Lesson Title	Objectives
1	Ecosystems	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is 2. Identify and describe the major characteristics of different types of ecosystems.
	Ethiopian Highlands	<ol style="list-style-type: none"> 1. Describe the how the mountains in Ethiopia were formed. 2. Identify the primary consumers in the Ethiopian Highlands.
	Andes and Rockies Ecosystems	<ol style="list-style-type: none"> 1. Describe how organisms perform a variety of roles in an ecosystem. 2. Illustrate how energy entering ecosystems as sunlight is transferred and transformed by producers into energy that organisms use through the process of photosynthesis. 3. Identify producers and consumers in mountain ecosystems.
	The Himalayas Ecosystem	<ol style="list-style-type: none"> 1. Describe how organisms perform a variety of roles in the Himalayas. 2. Identify and compare the wild goats found in mountain ecosystems.

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Module	Lesson Title	Objectives
	Ecosystem Review	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe how organisms perform a variety of roles in an ecosystem.
	Tundra Plants	<ol style="list-style-type: none"> 1. Identify and describe the different types of tundra ecosystems. 2. Identify and describe the plants and animals of the tundra.
	Tundra Animals	<ol style="list-style-type: none"> 1. Describe how organisms perform a variety of roles in an ecosystem. 2. Identify producers and consumers in the tundra ecosystem.
	Arctic Tundra Ecosystem	<ol style="list-style-type: none"> 1. Describe how organisms perform a variety of roles in an ecosystem. 2. Identify producers and consumers in the tundra ecosystem.
	Forest Ecosystem	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe or illustrate how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 3. Identify producers and consumers in a forest ecosystem. 4. Describe how organisms perform a variety of roles in an ecosystem.
	Taiga	<ol style="list-style-type: none"> 1. Describe how organisms perform a variety of roles in an ecosystem. 2. Identify the primary producers and consumers in the Taiga forest.
	Temperate Coniferous Forest	<ol style="list-style-type: none"> 1. Identify producers and consumers in a forest ecosystem.
	Temperate Broadleaf Forest	<ol style="list-style-type: none"> 1. Identify producers and consumers in a forest ecosystem.
	Forest Ecosystem	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe or illustrate how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 3. Identify producers and consumers in a forest ecosystem. 4. Describe how organisms perform a variety of roles in an ecosystem.

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Module	Lesson Title	Objectives
2	Ecosystem: Energy Flow	1. Describe or illustrate what an ecosystem is.
	The Rainforest Ecosystem process	<ol style="list-style-type: none"> 1. Describe how organisms perform a variety of roles in an ecosystem. 2. Describe or illustrate how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 3. Identify producers and consumers in a tropical rainforest ecosystem.
	Ecosystems: Tropical Rainforest	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe how organisms perform a variety of roles in an ecosystem. 3. Identify producers and consumers in a tropical rainforest ecosystem
	Energy flow in Marine Life	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe the flow of energy through a marine ecosystem.
	Marine Ecosystem	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe how organisms perform a variety of roles in an ecosystem. 3. Describe how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 4. Identify producers and consumers in a marine ecosystem.
	North Atlantic and Coral Reef	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe how organisms perform a variety of roles in an ecosystem. 3. Describe how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 4. Identify producers and consumers in a marine ecosystem.

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Module	Lesson Title	Objectives
	Grassland and Savanna	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe how organisms perform a variety of roles in an ecosystem. 3. Describe how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 4. Identify producers and consumers in a grassland ecosystem.
	Tallgrass Prairie	<ol style="list-style-type: none"> 1. Describe or illustrate what an ecosystem is. 2. Describe how organisms perform a variety of roles in an ecosystem. 3. Describe how energy entering ecosystems as sunlight is transferred and transformed by producers, through the process of photosynthesis, into energy that organisms use. 4. Identify producers and consumers in a prairiegrassland ecosystem.
3	Plants: Stems and Transportation	<ol style="list-style-type: none"> 1. Describe the difference between herbaceous and woody plants, and the function of stems and wood. 2. Describe the transportation of water and nutrients through specialized plant tissues. 3. Identify the function of roots and leaves.
	Photosynthesis	<ol style="list-style-type: none"> 1. Describe in appropriate detail the process of photosynthesis and write a scientific equation that represents the process. 2. Identify and describe the parts of a leaf involved in photosynthesis. 3. Explain what transpiration is, and how it works.
	Green Algae and Bryophytes	<ol style="list-style-type: none"> 1. Distinguish between four different plant groups green algae bryophytes (mosses) ferns and fern allies seed plants (including gymnosperms and angiosperms)
	Ferns, Conifers and Flowering Plants	<ol style="list-style-type: none"> 1. Distinguish between four different plant groups green algae bryophytes (mosses) ferns and fern allies seed plants (including gymnosperms and angiosperms) 2. Describe and define the main parts of a flower. 3. Describe how flowers reproduce through pollination.
4	Nutrition	<ol style="list-style-type: none"> 1. Define the basic terms used in learning about nutrition. 2. Explain how our bodies use food for energy and nutrition. 3. Understand how vitamins and minerals are used in our bodies. 4. List a variety of foods that provide specific vitamins and minerals. 5. Identify specific vitamins and minerals, their food sources, and their health benefits.

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Module	Lesson Title	Objectives
	Proteins and Amino Acids	1. Explain how proteins, amino acids, and fiber are used in our bodies for growth and nutrition.
	Proteins, Amino Acids and Fiber Review	1. List a variety of foods that provide proteins, amino acids, or fiber. 2. Identify types of proteins, amino acids, and fibers, their food sources, and their health benefits.
	Seeds	1. List the basic requirements for seed germination and growth. 2. Describe several methods of seed dispersal common in nature.
5	Roots	1. Identify the parts of a seedling. 2. Identify the function and purpose of the plant's roots.
	Stems	1. Identify the function and purpose of the plant's stem.
	Leaves	1. Identify the function and purpose of the plant's leaves.
	Nutrients	1. Describe the nutrients that make up rich soil.
	Soil Life	1. Identify the organisms that comprise rich soil.
	Fertilizer	1. Distinguish between humus and compost and describe the purpose of a fertilizer.
	Soil System	1. Describe a healthy soil system and its layers.

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Module	Lesson Title	Objectives
	Plants Sense and Respond	<ol style="list-style-type: none"> 1. Explain why plants turn their stems or leaves towards the light (phototropism). 2. Explain why roots grow down into the soil and stems grow up even when there is no light (gravitropism). 3. Explain why some vines and other climbing plants respond to touch (thigmotropism). 4. Consider whether hydrotropism is separate from gravitropism.
6	Cell Division	<ol style="list-style-type: none"> 1. Explain and describe the basics of cell division. 2. Describe and define the basics of asexual reproduction in plants and simple organisms. 3. Define and describe the basics of sexual reproduction in some plants and in most animals.
	The Scientific Process	<ol style="list-style-type: none"> 1. Define science, and describe why it is important. 2. List the steps in the scientific method. 3. Design and carry out a simple experiment.
	Investigations and Conclusions	<ol style="list-style-type: none"> 1. Understand the steps in the scientific method. 2. Identify questions that can be answered through scientific investigations. 3. Practice the scientific method. 4. Design and conduct a scientific investigation. 5. Communicate scientific conclusions and explanations.

6th Grade Science A Syllabus

Course Description

This course focuses mainly on plants and animals. The course begins with an introduction to cells. You will then continue with the hierarchy of organization through a discussion of tissues, organs, and organ systems. Once you have learned what makes up organisms, you will take a look at interactions between them. The course will also cover the growth of plants and animals and what factors affect their growth. You will then track the life cycles of plants and animals and find out how they reproduce.

Romanova Natali/Shutterstock

In the brain, interneurons make many connections with each other.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Evaluate topics in biology and ecology, including cells, organisms, plants, animal and plant interactions, growth, and reproduction.

This course is made up of six units, with four to six lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit will include a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first few lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **Direct Instruction** — This can include readings with reading checks, as well as visual concepts and videos. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos/Practice Assignments** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos, or virtual practice.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.

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- **Checkpoint** — This graded activity contains 10 or less questions that assess what you learned over the lesson. Note that not all lessons will contain a checkpoint exam.
- **Multi-Unit Exam** — This graded activity contains 20 to 25 questions that assess what you learned over the course of three units.

6th Grade Science A Syllabus**Schedule of Work****Unit 1:**

- Direct Instruction
 - Cell History
 - Cell Theory
 - Cell Parts: Outside
 - Cell Parts: Inside
 - Eukaryotes
 - Prokaryotes
- Checkpoints 1-4
- Discussion Board
- Vocabulary Review
- Practice: Build-a-Cell
- Project: Living vs. Nonliving

Unit 2:

- Direct Instruction
 - Structure of Organisms
 - Hierarchy of Organization
 - Organ Systems

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- The Senses
- Types of Neurons
- Responding to Senses
- Memory Formation
- Checkpoints 6-8
- Discussion Board
- Vocabulary Review
- Practice: Nervous System

Unit 3:

- Direct Instruction
 - Types of Organs in Plants
 - Photosynthesis
 - Types of Plant Tissues
 - Parts of a Flower
 - Flowers, Fruits, and Seeds
- Checkpoints 11-14
- Discussion Board
- Vocabulary Review
- Units 1-3 Review
- Units 1-3 Exam

Unit 4:

- Direct Instruction
 - Survival and Reproduction
 - Characteristics and Behaviors
 - Predator vs. Prey

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- Working Together
- Plant Survival
- How Animals Benefit from Plants
- Checkpoints 16-18
- Discussion Board
- Vocabulary Review
- Practice: Plant and Animal Relationships

Unit 5:

- Direct Instruction
 - Growth and Development
 - What is Needed for Growth?
 - What Affects Growth?
- Checkpoint 23
- Discussion Board
- Vocabulary Review
- Project: Plant Growth Lab

Unit 6:

- Direct Instruction
 - Life Cycles
 - Asexual Reproduction
 - Sexual Reproduction

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- Diversity
- Checkpoints 25 and 28
- Discussion Board
- Project: Prickly Pear
- Vocabulary Review
- Units 4-6 Review
- Units 4-6 Exam

Practices/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1:

Lessons 1, 2, and 4: No Project

Lesson 3: Practice: Build-a-Cell

- notebook

Lesson 5: Project: Living vs. Nonliving

- notebook

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- virtual game

Unit 2:

Lessons 6-9: No Project

Lesson 10: Practice: Nervous System

- notebook
- virtual activity

Unit 3:

Lessons 11-15: No Project

Unit 4:

Lessons 16-18: No Project

Lesson 19: Practice: Plant and Animal Relationships

- notebook
 - virtual activity
- Lesson 20: Practice: Plant and Animal Relationships Assignment
- notebook

Unit 5:

Lessons 21-23: No Project

Lesson 24: Project: Plant Growth Lab

- notebook
- virtual activity

Unit 6:

Lessons 29-30: No Project

Lesson 25: Project: Prickly Pear Background

- diorama (possibly a shoe box)

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- printer paper or images printed from the computer
- markers/crayons/colored pencils/pens

Lesson 25: Project: Prickly Pear Cacti Creation

- clay/molding dough/paper/etc.

Lesson 26: Project: Prickly Pear Asexual Reproduction Investigation

- diorama with desert background
- 28 prickly pear cacti with varied flower colors and numbers of petals
- 3 note cards or pieces of paper
- a camera or something to take pictures with (such as a cell phone or the camera on your computer)

Lesson 27: Project: Prickly Pear Sexual Reproduction Investigation

- diorama with desert background
- 28 prickly pear cacti with varied flower colors and numbers of petals
- 3 note cards or pieces of paper
- a camera or something to take pictures with (such as a cell phone or the camera on your computer)

Lesson 28: Project: Prickly Pear Image Upload

- image of Asexual Reproduction: First Generation
- image of Asexual Reproduction: Second Generation
- image of Asexual Reproduction: Third Generation
- image of Sexual Reproduction: First Generation
- image of Sexual Reproduction: Second Generation
- image of Sexual Reproduction: Third Generation

Lesson 28: Project: Prickly Pear Write-Up

- images of all the generations for both investigations

6th Grade Science B Syllabus

Course Description

This course focuses on several scientific topics. The course begins with an introduction to matter and energy. Then it continues with the concept of thermal energy and its influence on matter. Once these topics are understood, next on the agenda is the water cycle, climate, and weather. The course will also cover pollution, global rises in temperature, the impact humans have, and what we can do about it.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify issues, gather data, and draw conclusions.
- Evaluate topics in science including matter and energy, energy transformations, the water cycle, the greenhouse effect, the Earth's relationship with the Sun, weather, climate, and climate change.

This course is made up of six units, with four to five lessons each. Lessons present the material in a variety of ways to allow for increased comprehension of information. While some activities are graded by the program software, others are teacher graded. Additional activities are available for review or practice, but not graded.

Course Organization

Each unit will include a set of activities organized in a particular pattern. Lessons within the unit will also follow a certain format, unless a variation or omission is more conducive to a particular activity.

A typical lesson will have the following activities.

- **Direct Instruction** — This can include readings with reading checks, as well as visual concepts and videos. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos/Practice Assignments** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos to virtual practice.
- **Project** — This is a graded activity that allows further practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives students a chance to interact and communicate with classmates and their teacher. It allows students to explore the lesson's topics in more depth and may require research.
- **Checkpoint** — This graded activity contains questions that assess what students learned over the lesson.
- **Units Exam** — This graded activity contains questions that assess what students learned over the span of three units.

6th Grade Science B Syllabus**Schedule of Work****Unit 1: Matter and Energy**

- Direct Instruction
 - What is Matter?
 - What is Energy?
 - Types of Energy
 - The Nature and Phases of Matter
 - Explaining Temperature
- Checkpoints 1, 3, 4, and 5
- Discussion Board
- Vocabulary Review

Unit 2: Energy Transformations

- Direct Instruction
 - Transformations of Energy
 - Thermal Energy Movement
 - Heat
 - Controlling Thermal Energy Flow

- Checkpoints 6, 7, and 9
- Discussion Board
- Project: Plan an Experiment
- Project: Keeping It Cool
- Vocabulary Review

Unit 3: The Cycling of Water

- Direct Instruction
 - The Water Cycle

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- Powering the Water Cycle
- Pollution
- Saving Our Environment
- The Greenhouse Effect
- Checkpoints 11-15
- Discussion Board
- Practice: Events in the Water Cycle
- Project: Solving an Environmental Issue, Research Write Up
- Project: Solving an Environmental Issue, Plan Write Up
- Vocabulary Review
- Units 1-3 Review
- Units 1-3 Exam

Unit 4: The Earth and Sun's Relationship

- Direct Instruction
 - Earth
 - The Effects of the Sun
 - What Makes Fluids Move

- Air Currents
- Checkpoints 18-20
- Discussion Board
- Project: Solving an Environmental Issue, Gather Data
- Project: Solving an Environmental Issue, Conclusion Write Up
- Vocabulary Review

Unit 5: All About Weather

- Direct Instruction
 - What is Weather?
 - The Coriolis Effect and Hurricanes

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- Land-Water Relationships
- Human Impact on Habitats
- Checkpoints 21, 23, and 24
- Discussion Board
- Project: Solving an Environmental Issue, Create Presentation
- Project: Solving an Environmental Issue, Submit Presentation
- Vocabulary Review

Unit 6: Climate Change and Human Impact

- Direct Instruction
 - Our Naturally Changing Climate
 - Human Impact on Earth's Climate
 - Understanding Data
 - Rise in Global Temperatures
 - Global Warming
- Checkpoints 25, 26, 27, and 29

- Discussion Board
- Units 4-6 Review
- Units 4-6 Exam

Practices/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

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Unit 1: Matter and Energy

Lessons 1-5 No Project or Practice

Unit 2: Energy Transformations

Lessons 6, 8, and 9: No Project or Practice

Lesson 7: Project: Plan an Experiment

- Notebook
- Virtual activity

Lesson 10: Project: Keeping it Cool

- notebook
- two ice cubes that are the same size
- materials to construct a device to keep an ice cube cold
- something to measure the size of your ice cubes with (scale, ruler, camera, etc.)

Unit 3: The Cycling of Water

Lesson 11: Practice: Events in the Water Cycle

- Notebook
- Virtual activity

Lessons 12, 13, and 16: No Project or Practice

Lesson 14: Project: Solving an Environmental Issue, Research Write Up

- Notebook

- Internet access

Lesson 15: Project: Solving an Environmental Issue, Plan Write Up

- Notebook
- Internet access

Unit 4: The Earth and Sun's Relationship

Lessons 17: Project: Solving an Environmental Issue, Gather Data

- Notebook

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- Internet access

Lessons 18-19: No Project or Practice

Lesson 20: Project: Solving an Environmental Issue, Conclusion Write Up

- Notebook
- Internet access

Unit 5: All About Weather

Lessons 21 and 23: No Project or Practice

Lesson 22: Project: Solving an Environmental Issue, Create Presentation

- Poster board
- Craft materials
- Camera
- Internet access

Lesson 24: Project: Solving an Environmental Issue, Submit Presentation

- Internet access

Unit 6: Climate Change and Human Impact

Lessons 25-30: No Project or Practice

7th Grade Science A Syllabus

Course Description

Science 7A focuses on science concepts from the fields of chemistry, biology, and ecology. Science 7A begins by exploring the relationship between matter and energy. Next, the course examines chemical reactions. Students can then use their knowledge of matter, energy, and chemical reactions to build on their understanding of cellular respiration and photosynthesis. Finally, students will uncover the world of synthetic materials to see how they are made and how they impact society.

Course Overview

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations and research in the chemistry and life sciences are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in chemistry, biology, and ecology to better understand matter, energy, chemical reactions, cellular respiration, photosynthesis, and synthetic materials.

Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Matter

Lessons 1–3: No Project

Lesson 4: Project: 3-D Models Pre-Lab

- 6 different colors of a similar item (for example, if the item you choose is marshmallows, you could have a pink marshmallow, a blue marshmallow, a green marshmallow, a yellow marshmallow, an orange marshmallow, and a white marshmallow)
 - You will need approximately 18 objects in one color for chlorine, 18 objects in another color for sodium, and 7 objects each in the 7 remaining colors.
- 6 separate containers to hold your items (for example, 6 plastic bags)
- connectors (for example, pretzel sticks or toothpicks)
- notecards or sheets of paper

7th Grade Science A Syllabus*Lesson 5: Project: 3-D Models*

- 6 different colors of a similar item (for example, if the item you choose is marshmallows, you could have a pink marshmallow, a blue marshmallow, a green marshmallow, a yellow marshmallow, an orange marshmallow, and a white marshmallow)
 - You will need approximately 18 objects in one color for chlorine, 18 objects in another color for sodium, and 7 objects each in the 7 remaining colors.
- 6 separate containers to hold your items (for example, 6 plastic bags)
- connectors (for example, pretzel sticks or toothpicks)
- notecards or sheets of paper

Lesson 5: Project: 3-D Models File Upload

- pictures of the 3-D models

Unit 2: States and Phases of Matter*Lessons 6–9: No Project**Lesson 10: Project: Understanding Phase Changes Background and Procedures*

- notebook (paper or computer document)
- virtual lab

Lesson 10: Project: Understanding Phase Changes Virtual Lab

- notebook (paper or computer document)
- virtual lab

Lesson 10: Project: Understanding Phase Changes Graph Upload

- screenshot of the completed phase change graph from the virtual lab

Unit 3: Chemical Reactions

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Lessons 11–13: No Project

Lesson 14: Project: Designing a Cold Pack Background and Procedures

- notebook (paper or computer document)
- virtual lab

Lesson 14: Project: Designing a Cold Pack Virtual Lab

- notebook (paper or computer document)
- virtual lab

Lesson 14: Project: Designing a Cold Pack Data Table Upload

- photograph of the data table from the virtual lab

Lesson 15: Project: Improving a Cold Pack Background and Procedures

- notebook (paper or computer document)
- virtual lab

Lesson 15: Project: Improving a Cold Pack Virtual Lab

- notebook (paper or computer document)
- virtual lab

Lesson 15: Project: Improving a Cold Pack Data Table Upload

- photograph of the data table from the virtual lab

7th Grade Science A Syllabus**Unit 4: Chemistry of the Human Body***Lesson 16: Project: Matter and Energy Model—Animals Part 1*

- research materials (internet, books)

Lesson 17: Project: Matter and Energy Model—Animals Part 2

- research materials (internet, books)

Lesson 18: Project: Matter and Energy Model—Animals Part 3

- diorama, such as a shoebox or a shadow box picture frame
- representation of your animal, which could be a drawing, printed image, toy, or anything else you might think of
- representation of your plant, which could be a drawing, printed image, toy, or anything else you might think of
- representation of any nonliving items in the habitat, such as water or rocks
- representation of any other plants or animals that live in the habitat, which could be a drawing, printed image, toy, or anything else you might think of
- glue and/or tape
- pens and/or markers

Lesson 19: Project: Matter and Energy Model—Animals Part 4

- platform that will hold your diorama (for example, a shoebox)
- representation of your animal, which could be a drawing, printed image, toy, or anything else you might think of
- representation of your plant, which could be a drawing, printed image, toy, or anything else you might think of
- representation of any nonliving items in the habitat, such as water or rocks
- representation of any other plants or animals that live in the habitat, which could be a drawing, printed image, toy, or anything else you might think of
- glue and/or tape
- pens and/or markers

7th Grade Science A Syllabus*Lesson 20: Project: Matter and Energy Model—Animals Part 5*

- diorama

Unit 5: Photosynthesis*Lesson 21: Project: Matter and Energy Model—Plants Part 1*

- research materials (internet, books)

Lesson 22: Project: Matter and Energy Model—Plants Part 2

- research materials (internet, books)

Lesson 23: Project: Matter and Energy Model—Plants Part 3

- the diorama from Unit 4
- representation of the matter cycling through the system, which might include cotton balls, drawings, or anything else you might think of
- representation of the energy flowing through the system, which might include images, drawings, or anything else you might think of
- arrows to demonstrate the movement of matter and energy

Lesson 24: Project: Matter and Energy Model—Plants Part 4

- diorama

Lesson 25: Project: Matter and Energy Model—Plants Part 5

- video camera—either a cell phone video camera or a stand-alone video camera
- diorama

Lesson 25: Project: Matter and Energy Model Diorama Upload

- video of diorama explanation

7th Grade Science A Syllabus**Unit 6: Chemical Reactions in Industry**

Lesson 26–27: No Project

Lesson 28: Project: Impact of Aluminum

- research materials (internet, books)

Lesson 28: Project: Impact of Aluminum Research Table Upload

- copy of the Research Table

Lesson 29: Project: Impact of Aluminum Recycling

- research materials (internet, books)

Lesson 29: Project: Impact of Aluminum Recycling Research Table Upload

- copy of the Research Table

Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit and each lesson begin by broadly introducing the topics that will be covered. Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted, if necessary.

A typical lesson will have the activities listed below. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

Warm-Ups—Graded activity with questions that prompt prior knowledge.

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Big Questions—Introductory activity that presents questions about the main topics in the lesson.

Direct Instruction (Text)—Learning activity that can include readings, interactive and enrichment activities, images, and videos.

Discussion Board—Graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore a lesson’s topic in more depth and may require research.

Lesson Review—Activity where important details from the lesson are summarized and then followed by graded Workbook questions.

Project—Graded activity to practice researching, investigating, and experimenting.

Checkpoint—Graded activity with 10 questions to assess what you learned in the lesson.

Unit Exam—Graded activity with 15 questions to assess what you learned in the unit.

Note: Some activities in this course recommend that you write your answers in your notes. Your notes can be written in a personal notebook or a document that you save on the computer. Taking notes will help keep you on track during the course and will help you process what you are learning.

Schedule of Work

Unit 1: Matter

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Matter vs. Not Matter
 - Types of Energy
 - Elements and Atoms
 - Notable Atoms in the Human Body
 - Behavior of Atoms
 - Small Molecules
 - Extended Structures
 - Modeling Giant Molecules
 - Polymers
- Lesson Reviews and Discussion Board
- Project: 3-D Models
- Checkpoints 1–4
- Unit 1 Exam

7th Grade Science A Syllabus**Unit 2: States and Phases of Matter**

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Heat, Thermal Energy, and Temperature
 - Measuring Heat, Thermal Energy, and Temperature
 - States of Matter: Gas
 - States of Matter: Liquid
 - States of Matter: Solid
 - Phase Changes: Increasing Thermal Energy
 - Phases Changes: Decreasing Thermal Energy
 - Phase Change Diagram
 - Modeling Physical Change
- Lesson Reviews and Discussion Board
- Project: Understanding Phase Changes
- Checkpoints 6–9
- Unit 2 Exam

Unit 3: Chemical Reactions

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Chemical Reactions
 - Conservation of Mass
 - Physical and Chemical Properties
 - Properties in Reactions
 - Evidence of Chemical Reactions
 - Detecting Chemical Change
 - Energy in Reactants and Products
 - Dissolution
- Lesson Reviews and Discussion Board
- Project: Designing a Cold Pack
- Project: Improving a Cold Pack
- Checkpoints 11–14
- Unit 3 Exam

7th Grade Science A Syllabus**Unit 4: Chemistry of the Human Body**

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Molecules in Food
 - Why We Eat
 - Molecules as Fuel
 - Burning and Oxygen
 - Molecules as Building Blocks
 - Cellular Respiration
 - Animals and Food
 - Reactions in Animals
- Lesson Reviews and Discussion Board
- Project: Matter and Energy Model—Animals
- Checkpoints 16–19
- Unit 4 Exam

7th Grade Science A Syllabus**Unit 5: Photosynthesis**

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Plants and Energy
 - Plant Growth
 - Gases and Growth
 - Plants and Gases
 - Reactions in Plants
 - Plant Nutrient Sources
 - Photosynthetic Organisms
 - Matter and Energy in Ecosystems
- Lesson Reviews and Discussion Board
- Project: Matter and Energy Model—Plants
- Checkpoints 21–24
- Final Exam Unit 1 Review
- Unit 5 Exam

7th Grade Science A Syllabus**Unit 6: Chemical Reactions in Industry**

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Synthetic Building Materials
 - Impacts of Synthetic Building Materials
 - Plastic as a Synthetic Material
 - Impacts of Plastic
- Lesson Reviews and Discussion Board
- Project: Impact of Aluminum
- Project: Impact of Aluminum Recycling
- Checkpoints 26–27
- Unit 6 Exam
- Final Exam Units 2–6 Reviews
- Final Exam

7th Grade Science B Syllabus

Course Description

Science 7B focuses on science concepts from the fields of ecology and geology. Science 7B begins by exploring the interactions between and among organisms in an ecosystem. Next, the course examines different types of rocks, the rock cycle, and Earth's resources. Students can then use their knowledge of Earth's processes to better understand how natural hazard events and severe weather events occur. Students will then learn how technology can assist in natural hazard events and discover other benefits of technology. Finally, students will track some of Earth's changes through time.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations and research in ecology and geology are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in ecology and geology to better understand interactions between and among organisms, changes to ecosystems, impacts on populations, Earth's features, Earth's resources, natural hazard events, and geologic timescale.

Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit and each lesson begin by broadly introducing the topics that will be covered. Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted, if necessary.

A typical lesson will have the activities listed below. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

Warm-Ups—Graded activity with questions that prompt prior knowledge.

Big Questions—Introductory activity that presents questions about the main topics in the lesson.

Direct Instruction (Text)—Learning activity that can include readings, interactive and enrichment activities, images, and videos.

Discussion Board—Graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore a lesson's topic in more depth and may require research.

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Lesson Review—Activity where important details from the lesson are summarized and then followed by graded Workbook questions.

Project—Graded activity to practice researching, investigating, and experimenting.

Checkpoint—Graded activity with 10 questions to assess what you learned in the lesson.

Unit Reviews—Activity where the Big Questions are reexamined to help you prepare for the Unit Exam.

Unit Exam—Graded activity with 15 questions to assess what you learned in the unit.

Note: Some activities in this course recommend that you write your answers in your notes. Your notes can be written in a personal notebook or a document that you save on the computer. Taking notes will help keep you on track during the course and will help you process what you are learning.

Schedule of Work

Unit 1: Interactions in an Ecosystem

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Ecological Levels Vocabulary
 - Ecological Levels Examples
 - Resources
 - Population Dynamics
 - Predator-Prey Relationships
 - Food Web and Food Chain
 - Changes to Biological Parts of an Ecosystem
 - Changes to Physical Parts of an Ecosystem
- Lesson Reviews and Discussion Board
- Project: Effects on Populations
- Checkpoints 1–4
- Unit 1 Review
- Unit 1 Exam

Unit 2: Dynamic Populations

- Warm-Ups

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- Big Questions
- Direct Instruction:
 - Competition
 - Factors That Affect Populations
 - Population Data
 - Mutually Beneficial Interactions
 - What Is Biodiversity?
 - Impacts to Biodiversity
- Lesson Reviews and Discussion Board
- Project: Resource Availability
- Project: Predicting Interactions
- Project: Preserving Biodiversity
- Checkpoints 6–9
- Unit 2 Review
- Unit 2 Exam

Unit 3: Resources on Earth

- Warm-Ups
- Big Questions
- Direct Instruction:
 - The Structure of Earth
 - Types of Rocks
 - Rock Cycle
 - Powering the Rock Cycle
 - Resource Needs
- Uneven Distribution of Resources
- Limited and Nonrenewable Resources
- Resource Challenges
- Lesson Reviews and Discussion Board
- Project: Modeling the Rock Cycle
- Project: Reasons for the Uneven Distribution of Resources
- Checkpoints 11–14
- Unit 3 Review
- Unit 3 Exam

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Unit 4: Hazards on Earth

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Processes inside Earth
 - Structure of Earth’s Surface
 - Introduction to Natural Hazards
 - Natural Hazards: Severe Weather Events
 - Earthquakes
 - Reducing Earthquake Damage
 - Volcanoes
 - Studying Volcanoes
- Lesson Reviews and Discussion Board
- Project: Forecasting Disaster
- Checkpoints 16–19
- Unit 4 Review
- Unit 4 Exam

Unit 5: Earth’s Changing Surface

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Changing Earth
 - Sudden Changes on Earth
 - Erosion
 - Erosional Features
 - Wegener's Continental Drift Hypothesis
 - Wegener and the 21st Century
 - Modern Evidence for Plate Motion
 - Building New Crust
 - Results of Plate Motion
- Lesson Reviews and Discussion Board
- Project: Evidence of Plate Motion
- Checkpoints 21–24
- Unit 5 Review
- Unit 5 Exam

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Unit 6: Geology in the 21st Century

- Warm-Ups
- Big Questions
- Direct Instruction:
 - Geologic Timescale
 - Technology Uncovers Past Events
 - Technology and Natural Hazards
 - Responsible Use of Technology
 - Technology: Learning from Nature
- Lesson Reviews
- Project: Changing Earth
- Checkpoints 26–28
- Unit 6 Review
- Unit 6 Exam
- Final Exam Units 1–6 Reviews
- Units 1–6 Vocabulary Reviews
- Final Exam

Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Interactions in an Ecosystem

Lessons 1–4: No Project

Lesson 5: Project: Effects on Populations

- research materials (Internet, books)
- images and details of proposed wildlife bridges
- notebook

Unit 2: Dynamic Populations

Lesson 6: No Project

Lesson 7: Project: Resource Availability

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- notebook to record your conclusions and take note of figures and values
- interactive graphs

Lesson 8: Project: Predicting Interactions

- research materials (Internet, books)
- notebook
- ecosystem scenes

Lesson 9: Project: Preserving Biodiversity

- notebook to record your data and details
- videos about student plans to fix the lake

Lesson 10: Project: Preserving Biodiversity—Results

- results tables

Unit 3: Resources on Earth

Lesson 11: Project: Modeling the Rock Cycle, Part 1

- research materials (Internet, books)
- notebook (paper or computer document)

Lesson 12: Project: Modeling the Rock Cycle, Part 2

- research materials (Internet, books)
- notebook (paper or computer document)

Lesson 13: Project: Modeling the Rock Cycle, Part 3

- a shoe box or shadow box picture frame to use as the frame for your diorama
- glue and/or tape
- pens and/or markers
- a way to show how matter cycles through the system, which could include clay, drawings, or anything else you might think of

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- a representation of the energy entering the system, which could include images, drawings, or anything else you might think of
- arrows to demonstrate the movement of matter and energy

Lesson 14: Project: Modeling the Rock Cycle, Part 4

- notebook (paper or computer document)
- diorama

Lesson 14: Project: Reasons for the Uneven Distribution of Resources

- research materials (Internet, books)
- field notes

Lesson 15: Project: Modeling the Rock Cycle, Part 5

- video camera—either a cell phone video camera or a stand-alone video camera
 - Talk with your teacher if you have any issues getting or using a video camera.

Lesson 15: Project: Modeling the Rock Cycle Diorama Upload

- video of the rock cycle diorama and explanation

Unit 4: Hazards on Earth

*Lessons 16–18: No Project**Lesson 19: Project: Forecasting Disaster—Background*

- research materials (Internet, books)
- notebook to record your research and data
- interactive graphs

Lesson 20: Project: Forecasting Disaster

- research materials (Internet, books)
- notebook to record your research and data
- interactive graphs

Unit 5: Earth's Changing Surface

*Lessons 21–22 and 24–25: No Project**Lesson 23: Project: Evidence of Plate Motion—Fact or Opinion*

- research materials (Internet, books)
- notebook to record your research and data

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- interactive research

Lesson 23: Project: Evidence of Plate Motion—Pangaea Breakup

- interactive map

Lesson 23: Project: Evidence of Plate Motion—Virtual Map

- interactive map

Unit 6: Geology in the 21st Century

Lesson 26–28: No Project

Lessons 29 and 30: Project: Changing Earth

- research materials (Internet, books)
- notebook to record your research and data
- interactive map

Course Syllabus



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Course Description

Science 8A focuses on life science concepts from biology, ecology, and environmental science. Science 8A also explores the nature of science and has engineering and technology practices threaded throughout the course. This course begins with an introduction to scientific processes. Then, the course explores cells, heredity, evolution, ecology, and genetic technology.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations and research in the life sciences are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in the life sciences to better understand scientific processes, cells, heredity, evolution, ecology, and genetic technology.

Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.



<p style="text-align: center;">Unit 1: Scientific Processes</p>	<p style="text-align: center;">Unit 2: Cells</p>	<p style="text-align: center;">Unit 3: Heredity</p>	<p style="text-align: center;">Unit 4: Evolution</p>	<p style="text-align: center;">Unit 5: Ecology</p>	<p style="text-align: center;">Unit 6: Connections and Review</p>
<p><i>Lesson 1:</i> <i>No Project</i></p> <p><i>Lessons 2 and 3:</i> <i>Photosynthesis Experiment 1</i></p> <ul style="list-style-type: none"> • 1 tsp cornstarch • 2 glass parfait cups (or small, transparent plastic cups) • 20 mL or 1 fl oz of iodine* • a source of water • a plastic disposable spoon • disposable gloves • a pair of safety glasses** <p>*Make sure the label says, "2%." **Check a local hardware store.</p> <p><i>Lessons 4 and 5:</i> <i>Photosynthesis Experiment 2</i></p> <ul style="list-style-type: none"> • materials from Experiment 1 • a geranium plant, or another plant that has mostly flat leaves* • a heat-safe glass measuring bowl • an electric kettle, or other source of boiling water • a small dish • a small bottle of 70% rubbing alcohol • the plastic lid from a disposable plastic container • tweezers (optional) <p>*Plants with thick, plastic-like leaves should not be used.</p>	<p><i>Lessons 6 and 7:</i> <i>Photosynthesis Experiment 3</i></p> <ul style="list-style-type: none"> • materials from Photosynthesis Experiments 1 and 2 • aluminum foil • a paper clip <p><i>Lessons 8 and 9:</i> <i>Photosynthesis Experiment 4</i></p> <ul style="list-style-type: none"> • materials from Photosynthesis Experiments 1, 2, and 3 • scissors • cardboard • a photographic negative OR electrical tape and a sheet of clear plastic 	<p><i>Lesson 11: No Project</i></p> <p><i>Lessons 12 and 13: Heredity and Evolution Experiment 1</i></p> <ul style="list-style-type: none"> • a coin • a marker <p><i>Lesson 14: Heredity and Evolution Experiment 2</i></p> <ul style="list-style-type: none"> • 2 coins • a marker 	<p><i>Lesson 16: Heredity and Evolution Experiment 3</i></p> <ul style="list-style-type: none"> • scissors • large sheets of white paper • large sheets of black paper • a timer (may be found on a cell phone or online) <p><i>Lesson 17: Heredity and Evolution Experiment 4</i></p> <ul style="list-style-type: none"> • a box of toothpicks • a larger box • two cups • a timer 	<p><i>Lesson 21: No Project</i></p> <p><i>Lesson 22–25: Species Discovery</i> no materials</p> <p><i>Lesson 28: Units 1-3 Review</i> no materials</p> <p><i>Lesson 29: Units 4 and 5 Review</i> no materials</p> <p><i>Lesson 30: No Project</i></p>	<p><i>Lesson 26 and 27: Species Discovery</i> no materials</p> <p><i>Lesson 28: Units 1-3 Review</i> no materials</p> <p><i>Lesson 29: Units 4 and 5 Review</i> no materials</p> <p><i>Lesson 30: No Project</i></p>



Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit and lesson begin by broadly introducing the topics that will be covered. Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted, if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

Discover — This can include readings, interactive and enrichment activities, images, and videos. Further explanation of a few of these activities is provided below.

Video — This is an activity that covers complex topics from your Discover readings in more depth.

Discussion Board — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the unit's topics in more depth and may require research.

Project — This is a graded activity that allows you to practice researching, investigating, and experimenting.

Career Connection – This is a video or text information about people who work in the science field or use science in their careers.

Vocab Matchup — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.

Checkpoint — This graded activity contains 10 questions that assess what you learned in the lesson.

Unit Exam — This graded activity contains 30 questions that assess what you learned in the unit.

What Did I Learn? — This activity reviews the information you learned in the lesson through a comic summary and review questions.

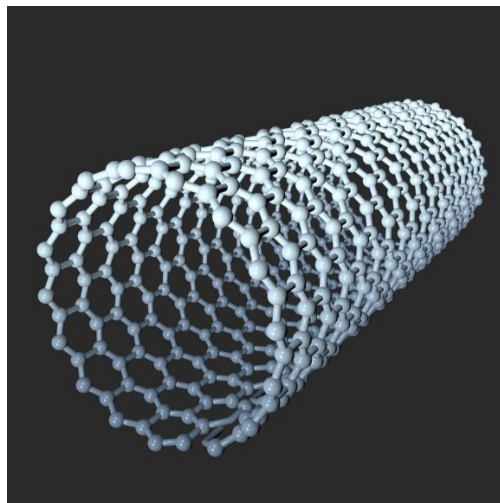
Note: Some activities in this course recommend that you write your answers in your notes. Your notes can be a personal notebook that you write in, or a document on the computer that you save. Taking notes will help keep you on track during the course and will help you process what you are learning.



Schedule of Work

Unit 1: Scientific Processes	Unit 2: Cells	Unit 3: Heredity	Unit 4: Evolution	Unit 5: Ecology	Unit 6: Connections and Review
<ul style="list-style-type: none"> • Observation vs. Inference • Assumptions, Point of View, and Bias • Theory vs. Law • Hypothesis Writing • Claims, Evidence, and Reasoning • Ethics • Graphing • Models • Science Reading Strategies • Communication in Science • Atoms and Molecules • Modeling Molecules 	<ul style="list-style-type: none"> • The Cell Theory • The Scientists behind Cell Theory • Cell Structure and Function • Types of Cells • Levels of Organization • Photosynthesis • Energy's Role in the Cell • Cellular Respiration • The Scientists behind DNA • DNA and Chromosomes • Reproduction • Cell Division 	<ul style="list-style-type: none"> • DNA, Chromosomes, and Genes • The Role of Genes • Probability and Predictions • Mendel's Experiments • Using the Punnett Square • Pedigrees • Explaining Mendel • Heredity in Humans 	<ul style="list-style-type: none"> • The Fossil Record • Geologic Time Scale • Darwin's Voyage • Interpretation of Darwin's Observations • Natural Selection • Sexual and Artificial Selection • Common Ancestry • Anatomical Similarities and Differences • Embryology • Mutations and Evolution 	<ul style="list-style-type: none"> • Learned and Innate Behavior • Behavioral Cycles • Animal Physical Adaptations • Plant Physical Adaptations • Competition vs. Cooperation • Symbiotic Relationships • Homeostasis in Plants • Homeostasis in Animals • Humans vs. Animals • Human Impacts on the Environment 	<ul style="list-style-type: none"> • Genetically Modified Organisms • Genetic Screening • Gene Therapy and Personalized Medicine • Cloning and Stem Cells • De-extinction

Course Syllabus



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Course Description

Science 8B focuses on physical science concepts from physics to chemistry. This course begins with an introduction to the history of physics. Then, the course explores the fundamentals of physics, including graphing and Newton's laws of motion. The second half of the course begins with an introduction to the history of the study of chemistry. The course then explores the different properties of matter, elements, compounds, and mixtures. Science 8B ends with a brief look at the current research that is taking place in these two areas of science.

Course Objectives

- Apply scientific processes to conduct investigations.
 - Use logical thinking to identify relationships and draw conclusions.
 - Examine how investigations and research in the physical sciences are important to gaining historical perspective and understanding the societal value of scientific advances.
 - Evaluate topics in the physical sciences and chemistry to better understand motion, graphing, electricity, magnetism, energy, matter, elements, compounds, and mixtures.
-



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Physics: Intro to Physics	Unit 2: Physics: Forces and Newton's Laws	Unit 3: Physics: Electricity, Magnetism, and Energy	Unit 4: Chemistry: Matter and Properties	Unit 5: Chemistry: Elements, Compounds, and Mixtures	Unit 6: Chemistry: Wrap Up
<p><i>Lessons 1–3: No Project</i></p> <p><i>Lesson 4: Project: Balloon Car Experiment 1: Designing a Balloon Car Pre-Lab</i></p> <ul style="list-style-type: none"> • axles • car body • wheels • straw • balloon • tape • scissors <p><i>Lesson 5: Project: Balloon Car Experiment 1: Building and Testing a Balloon Car</i></p> <ul style="list-style-type: none"> • balloon car • books or other objects to create 	<p><i>Lessons 6 and 7: No Project</i></p> <p><i>Lesson 8: Project: Balloon Car Experiment 2: Improving your Balloon Car Research</i></p> <ul style="list-style-type: none"> • axles • car body • wheels • straw • balloon • tape • scissors <p><i>Lesson 9: Project: Balloon Car Experiment 2: Improving your Balloon Car Pre-Lab</i></p> <ul style="list-style-type: none"> • axles • car body • wheels 	<p><i>Lessons 11 and 12: No Project</i></p> <p><i>Lesson 13: Project: Balloon Car Experiment 3: Balloon Car Final Modification Research</i></p> <ul style="list-style-type: none"> • axles • car body • wheels • straw • balloon • tape • scissors <p><i>Lesson 14: Project: Balloon Car Experiment 3: Balloon Car Final Modification Pre-Lab</i></p> <ul style="list-style-type: none"> • axles • car body • wheels 	<p><i>Lesson 16–18: No Project</i></p> <p><i>Lesson 19: Project: Physical Property Exploration Experiment 1: Pre- Lab</i></p> <ul style="list-style-type: none"> • Chemistry Lab <p><i>Lesson 20: Project: Physical Property Exploration Experiment 1: Chemistry Lab</i></p> <ul style="list-style-type: none"> • Chemistry Lab • Lab Write-up 	<p><i>Lesson 21–23: No Project</i></p> <p><i>Lessons 24: Project: Physical Property Exploration Experiment 2: Pre-Lab</i></p> <ul style="list-style-type: none"> • Chemistry Lab <p><i>Lesson 25: Project: Physical Property Exploration Experiment 2: Ultra- Top-Secret Chemistry Lab</i></p> <ul style="list-style-type: none"> • Ultra-Top- Secret Chemistry Lab • Lab Write-up 	<p><i>Lesson 26–30: No Project</i></p>



Unit 1: Physics: Intro to Physics	Unit 2: Physics: Forces and Newton's Laws	Unit 3: Physics: Electricity, Magnetism, and Energy	Unit 4: Chemistry: Matter and Properties	Unit 5: Chemistry: Elements, Compounds, and Mixtures	Unit 6: Chemistry: Wrap Up
<ul style="list-style-type: none"> • bumpers for the track • masking tape or a piece of paper • measuring tool (measuring tape, ruler, meter stick)* *You will be measuring in metric units, so make sure your measuring tool has metric units on it (i.e. centimeters, meters). • stopwatch (you can use your phone) 	<ul style="list-style-type: none"> • straw • balloon • tape • scissors <p><i>Lesson 10: Project: Balloon Car</i></p> <p><i>Experiment 3: Testing an Improved Balloon Car</i></p> <ul style="list-style-type: none"> • balloon car • books or other objects to create bumpers for the track • masking tape or pieces of paper • measuring tool (measuring tape, ruler, meter stick)* • *You will be measuring in metric units, so make sure that your measuring tool has metric units on it (i.e. centimeters, meters). 	<ul style="list-style-type: none"> • straw • balloon • tape • scissors <p><i>Lesson 15: Project: Balloon Car</i></p> <p><i>Experiment 3: Final Modifications</i></p> <ul style="list-style-type: none"> • balloon car • books or other objects to create bumpers for the track • masking tape or pieces of paper • measuring tool (measuring tape, ruler, meter stick)* • *You will be measuring in metric units, so make sure your measuring tool has metric units on it (i.e. centimeters, meters). 			



Unit 1: Physics: Intro to Physics	Unit 2: Physics: Forces and Newton's Laws	Unit 3: Physics: Electricity, Magnetism, and Energy	Unit 4: Chemistry: Matter and Properties	Unit 5: Chemistry: Elements, Compounds, and Mixtures	Unit 6: Chemistry: Wrap Up
	<ul style="list-style-type: none"> stopwatch (you can use your phone) 	<ul style="list-style-type: none"> stopwatch (you can use your phone) 			

Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit and each lesson begin by broadly introducing the topics that will be covered. Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted, if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

Discussion Board—Graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the unit's topics in more depth and may require research.

Discover—Learning activity that can include readings, interactive and enrichment activities, images, and videos.

Project—Graded activity to practice researching, investigating, and experimenting.

Vocab Review—Review that covers vocabulary from the unit to prepare you for the Unit Exam.

What Did I Learn?—Practice questions to review the information you learned in the lesson.

Checkpoint—Graded activity with 10 questions to assess what you learned in the lesson.



Unit Exam—Graded activity with 25–30 questions to assess what you learned in the unit.

Note: Some activities in this course recommend that you write your answers in your notes. Your notes can be written in a personal notebook or a document you save on the computer. Taking notes will help keep you on track during the course and will help you process what you are learning.

Schedule of Work

Unit 1: Physics: Intro to Physics	Unit 2: Physics: Forces and Newton's Laws	Unit 3: Physics: Electricity, Magnetism, and Energy	Unit 4: Chemistry: Matter and Properties	Unit 5: Chemistry: Elements, Compounds, Mixtures	Unit 6: Chemistry: Wrap Up
<ul style="list-style-type: none"> • The Ancient Origins of Physics • The Scientific Revolution • Displacement • Velocity and Speed • Graphing Displacement • Graphing Velocity • Acceleration 	<ul style="list-style-type: none"> • Position-Time Graphs of Complex Motion • Velocity-Time Graphs of Complex Motion • Contact and Field Forces • Friction • Inertia and the First Law of Motion • Balanced and Unbalanced Forces • Acceleration and Newton's Second Law of Motion • Solving Problems with Newton's Second Law 	<ul style="list-style-type: none"> • Newton's Third Law • Solving Problems with Newton's Laws • Magnets and Magnetic Fields • Electricity and Magnetism • Potential and Kinetic Energy • Conservation of Energy • Waves and Their Properties • Behaviors of Waves • Applications of Waves 	<ul style="list-style-type: none"> • Chemistry's Ancient Origins • Chemistry Until Modern Times • Density • States of Matter • Physical Properties • Changes of State • Chemical Properties • Evidence of Chemical Change 	<ul style="list-style-type: none"> • Elements • Atoms • Development of the Periodic Table • Trends in the Periodic Table • Groups in the Periodic Table • Elements and Compounds • Modeling Compounds • Mixtures • Solutions 	<ul style="list-style-type: none"> • Chemical Reactions • Examples of Chemical Reactions • Oxidation • What are Acids and Bases? • The pH Scale • Modern Physics • Modern Chemistry

Biology A Syllabus

Course Description

This biology course covers the basics of biochemistry and how it relates to life. You will discover how cells divide and reproduce. You will also explore how living things produce and use energy through metabolism and photosynthesis.

Course Objectives

- Apply scientific processes to conduct an investigation.
- Use logical thinking to identify relationships and draw conclusions.
- Evaluate topics in biology to better understand the basics of biochemistry, cells, membranes, cell division and reproduction, energy and metabolism, and photosynthesis.

Course Overview

This course is made up of six units, with three to seven lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit will include a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first few lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **Direct Instruction**—this can include readings with reading checks, as well as visual concepts and videos. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos/Interactives**—These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos or interactive practice.
- **Project**—This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board**—This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Checkpoint**—This graded activity contains 10 or fewer questions that assess what you learned over the lesson.
- **Unit Exam**—This graded activity contains 15 questions that assess what you learned over the unit.
- **Final Exam**—This graded activity contains 26 questions that assess what you learned throughout the course.

Biology A Syllabus

Schedule of Work

Unit 1: Biochemistry

- Direct Instruction
 - Atoms and All About Them
 - Atoms in Living Organisms
 - Molecules
 - Ions
 - Water and its Unique Properties
 - Acids, Bases, and pH
 - Introduction to Biological Molecules
 - Carbohydrates and Fats
 - Proteins and Nucleic Acids
- Interactive: Name That Element
- Interactive: Chemical Formulas
- Checkpoints 1-5
- Unit 1 Exam

Biology A Syllabus

Unit 2: Cells

- Direct Instruction
 - Cell Size
 - Hierarchy of Organization
 - Feedback and Homeostasis
 - Homeostasis in the Human Body
 - Prokaryotes and Eukaryotes
 - Unicellular and Multicellular Organisms
 - Prokaryotic Cell Structure
 - Eukaryotic Cell Structure
 - Theory of Endosymbiosis
- Checkpoints 6-9
- Unit 2 Exam

Unit 3: Membranes

- Direct Instruction
 - Fluid Mosaic Model
 - Types of Membrane Proteins
 - Diffusion
 - Passive Transport
 - Active Transport
 - Sodium-Potassium Pump
 - Endocytosis and Exocytosis
- Discussion Board
- Checkpoints 11-13
- Unit 3 Exam

Biology A Syllabus

Unit 4: Cell Division and Reproduction

- Direct Instruction
 - The Cell Cycle
 - Regulating the Cell Cycle
 - Basic Chromosome Structure
 - Chromosome Number
 - Prokaryotic Cell Division
 - Mitosis
 - Sexual vs. Asexual Reproduction
 - Reduction Division
 - Stages of Meiosis
 - Crossing-Over
 - Nondisjunction and Chromosomal Abnormalities
 - Human Reproduction
- Checkpoints 16-20
- Unit 4 Exam

Unit 5: Energy and Metabolism

Biology A Syllabus

- Direct Instruction
 - ATP Structure and Function
 - Enzymes
 - Eating, Breathing, and Cellular Energy
 - Overview of Respiration
 - Glycolysis
 - Citric Acid Cycle
 - Electron Transport Chain
 - Fermentation
- Checkpoints 22-25
- Unit 5 Exam

Unit 6: Photosynthesis

- Direct Instruction
 - Photosynthetic Organisms
 - Leaf and Chloroplast Structure
 - Photosystems I and II
 - Calvin Cycle
 - Comparing Photosynthesis with Respiration
- Checkpoints 27-28
- Unit 6 Review
- Unit 6 Exam
- Units 1-5 Review
- Final Exam

Biology B Syllabus

Course Description

This biology course covers the basics of genetics and the technology used to better understand it. Students will discover how organisms have evolved due to natural selection. Students will also explore ecology, including how matter and energy flow through organisms and their ecosystems.

Course Objectives

- Apply ethical guidelines to biological research.
- Engage in argument about the ethical implications of current biotechnology.
- Model the flow of matter and energy in ecosystems and how changes to the flow affect organisms in their environment.
- Evaluate topics in biology to better understand the basics of genetics, DNA and the genetic code, genomics, evolution, and ecology.

Kjersti Joergensen/Shutterstock

Course Overview

This course is made up of five units, with four to six lessons each. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the program software; others are graded by the teacher. Additional activities are available but not graded.

Course Organization

Each unit will include a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first few lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **Direct Instruction**—this can include readings with reading checks, as well as visual concepts and videos. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos/Interactives**—These are activities that cover in more depth complex topics from the content readings. They can range from short animations to longer videos or interactive practice.
- **Project**—This is a graded activity that allows students to practice investigating, experimenting, and researching.
- **Discussion Board**—This is a graded activity that gives students a chance to interact and communicate with their classmates and teacher. It allows students to explore the lesson's topics in more depth and may require research.

Biology B Syllabus

- **Checkpoint**—This graded activity contains 11 or fewer questions that assess what students learned over the lesson.
- **Unit Exam**—This graded activity contains 15–16 questions that assess what students learned over the unit.
- **Final Exam**—This graded activity contains 30 questions that assess what students learned throughout the course.

Schedule of Work

Unit 1: Genetics

- Direct Instruction
 - The Science of Heredity
 - Patterns
 - Punnett Squares (monohybrid cross)
 - Punnett Squares (dihybrid cross)
 - What Mendel Got Right and Wrong
 - Traits with Multiple Alleles
 - Polygenes
 - Human Blood Type
 - Sex-Linked Traits
 - Human Genetic Disorders
- Interactive: Punnett Squares
- Interactive: Blood Type
- Interactive: Operation: Blood Typing
- Checkpoints 1–5
- Unit 1 Exam

Unit 2: DNA and the Genetic Code

- Direct Instruction
 - DNA and RNA
 - How DNA Is Copied
 - The Genetic Code
 - The Ribosome

Biology B Syllabus

- Translation and Transcription
- Mutations
- Mutagens
- Controlling Genes
- Cancer
- Checkpoints 7–10
- Project: Bioethics, Part 1
- Unit 2 Exam

Unit 3: Genomics

- Direct Instruction
 - Linkage
 - Making a Genetic Map
 - Enzymes as Molecular Machines
 - Common Tools of the Trade
 - DNA Sequencing
 - Sequencing Genomes
 - Features of Genomes
 - Cloning
 - Gene Editing
- Project: Bioethics, Part 2
- Checkpoints 12–15
- Unit 3 Exam

Unit 4: Evolution

- Direct Instruction
 - Origin of Life on Earth
 - RNA World
 - Darwin and Natural Selection
 - Evidence for Evolution
 - Molecular Evidence and Discoveries

Biology B Syllabus

- Population Genetics
- Causes of Evolutionary Change
- Formation of Species
- Types of Behavior
- Checkpoints 17–20
- Unit 4 Exam

Unit 5: Ecology

- Direct Instruction
 - Introduction to Ecology
 - Producers and Consumers
 - Energy Flow
 - Cycling Matter
 - Climate
 - Biomes
 - Aquatic Ecosystems
 - Population Growth
 - Limits to Population Growth
 - Humans and the Environment
 - Biodiversity and Threats to Biodiversity
 - Conservation Biology
 - Ozone Layer and Climate Change

- Interactive: A Food Web and its Food Chains
- Interactive: Carrying Capacity
- Discussion
- Checkpoints 22–27
- Unit 5 Exam

Unit 6: Review and Final Exam

Biology B Syllabus

- Units 1–5 Review
- Final Exam

Chemistry Semester A

Course Description

This chemistry course covers the basic principles and properties of matter. You will discover how the atomic model has evolved as you learn about atomic structure. You will also explore periodic laws, types of bonding, chemical reactions, and stoichiometry.

Course Objectives

- Apply scientific processes to conduct an investigation.
- Use logical thinking to identify relationships and draw conclusions.
- Evaluate topics in chemistry to better understand the basics of matter and atoms, how the elements are organized, how and why chemicals react to form new substances, the calculations and purposes of stoichiometry, and how chemistry impacts individuals and society.



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Chemistry Semester A

Course Overview

This course is made up of six units, with four to six lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit will include a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first few lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **Direct Instruction** — This can include readings with reading checks, as well as visual concepts and videos. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos/Interactives** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos, or interactive practice.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Checkpoint** — This graded activity contains 12 or fewer questions that assess what you learned over the lesson.
- **Unit Exam** — This graded activity contains 15 to 20 questions that assess what you learned over the unit.
- **Final Exam** — This graded activity contains 30 questions that assess what you learned throughout the course.

Schedule of Work

Unit 1: Atoms

- Direct Instruction
 - The Atom
 - Components of an Atom

Chemistry Semester A

- Isotopes and Ions
- Classification of Matter
- Properties of Matter
- Discussion Board
- Interactives
 - Name That Element
 - Atomic Structure
- Checkpoints 1-3
- Unit 1 Exam

Unit 2: The Periodic Table

- Direct Instruction
 - Orbitals and Sublevels
 - Electron Configuration
 - Periodic Table Organization
 - Periodic Table Families
 - Periodic Trends
 - Predicting from Property Trends
- Checkpoints 5-7
- Unit 2 Exam

Unit 3: Bonding

- Direct Instruction
 - Chemical Bonds
 - Structure of Metals
 - Properties of Metals
 - Ionic Compounds
 - Ionic Compound Properties
 - Covalent Bonds and Compounds

Chemistry Semester A

- Understanding Molecular Models
- Checkpoints 9-11
- Unit 3 Exam

Unit 4: Molecules

- Direct Instruction
 - Covalent Bonds and Models
 - Covalent Compound Properties
 - Lewis and VSEPR Bonding Theories
 - Valence Bond and Molecular Orbital Theories
 - Molecular Geometry
 - Determining Molecular Geometry
 - Bond Length and Angles
 - Bond Polarity and Molecular Polarity
- Interactive
 - Chemical Formula Practice
- Project: Identifying Bond Type
- Checkpoints 13-16
- Unit 4 Exam

Unit 5: Chemical Nomenclature and Reactions

- Direct Instruction
 - Naming Ionic Compounds
 - Naming Molecular Compounds
 - Interpreting Reaction Equations
 - Balancing Reaction Equations
 - Analyzing Evidence of Reactions
 - Displacement Reactions
 - Combustion Reactions

Chemistry Semester A

- Synthesis Reactions
- Decomposition Reactions
- Interactive
 - Balancing Chemical Equations
- Checkpoints 18-21
- Unit 5 Exam

Unit 6: Stoichiometry

- Direct Instruction
 - The Mole Concept
 - Particle Conversions
 - Multistep Conversions
 - Determining Mole Ratios
 - Solving Stoichiometry Problems
 - Comparing Reactants
 - Limiting Reactants
 - Theoretical, Actual, and Percent Yields
 - Law of Definite Proportions
 - Law of Multiple Proportions
 - Naming Polyatomic Ions
- Checkpoints 23-28
- Unit 6 Exam
- Final Exam

Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Atoms

Lessons 1-4: No Project

Unit 2: The Periodic Table

Chemistry Semester A

Lessons 5-8: No Project

Unit 3: Bonding

Lessons 9-12: No Project

Unit 4: Molecules

Lessons 13 and 15: No Project

Lessons 14, 16, and 17: Project: Identifying Bond Type

- 5 mL (or 1 tsp) butter
- 5 mL (or 1 tsp) table salt
- 5 mL (or 1 tsp) sugar
- 5 mL (or 1 tsp) baking soda
- 6 cm² (or 4 in²) aluminum foil, divided
- 5 clear glasses
- 600 mL (or about 2 1/2 cups) distilled water
- measuring spoons
- measuring cup
- 5 spoons for stirring
- scissors
- timer***
- flashlight***
- plastic wrap
- kitchen towel or paper towels
- notebook or computer document
- hammer (or another heavy object)

***Cell phones often have timer and flashlight functionalities that can be used for this investigation.

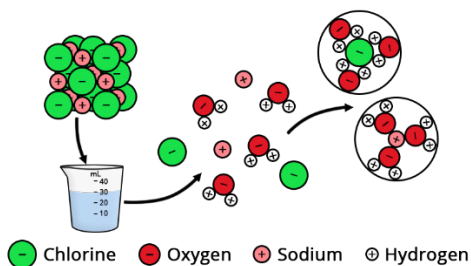
Unit 5: Chemical Nomenclature and Reactions

Lessons 18-22: No Project

Unit 6: Stoichiometry

Lessons 23-28: No Project

Chemistry B Syllabus



Course Description

This Chemistry course expands upon your basic understanding of chemistry. You'll start by examining the properties of matter, including the types of bonds and forces that hold atoms and molecules together. After that, you'll explore the states of matter, phase changes, gas laws, and properties of solutions. Then you'll learn about the thermodynamics and kinetics of chemical reactions, including why some reactions give off heat, while others consume it. You'll also look at chemical equilibrium and electrochemistry. Finally, you'll explore types of radiation and radioactive decay as well as the difference between nuclear fission and fusion. At the end of this course, you'll be able to evaluate the ethical, social, and economic implications of chemistry-related technologies.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations in chemistry are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in chemistry to better understand matter, phase changes, gas laws, solutions, thermodynamics, reaction kinetics, equilibrium, radioactivity, and radiation.

Course Overview

This course is made up of six units, with four to six lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit will include a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

Chemistry B Syllabus

A typical lesson will have the following activities. Note that the Checkpoint occurs at the end of most lessons, while last lesson of a unit will have the Unit Exam instead.

- **Direct Instruction** — This can include readings with reading checks, as well as visual concepts and videos. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Checkpoint** — This graded activity contains 10 or less questions that assess what you learned over the lesson.
- **Unit Exam** — This graded activity contains 15 to 20 questions that assess what you learned over the unit.
- **Final Exam** — This graded activity contains 30 questions that assess what you learned throughout the course.

Chemistry B Syllabus

Schedule of Work

Unit 1:

- Direct Instruction
 - Kinetic Molecular Theory
 - Bonds and Electronegativity
 - Intermolecular Forces
 - Dipole-Dipole Interactions
 - Gases and Liquids
 - Solids
 - Heat and Temperature
- Discussion Board
- Checkpoints 1–4
- Unit 1 Exam

Unit 2:

- Direct Instruction
 - Vaporization and Vapor Pressure
 - Melting, Freezing, and Latent Heat
 - Phase Diagrams and Specific Heat
 - Kinetic Molecular Theory of Gases
 - Boyle's and Gay-Lussac's Laws
 - Charles's and Avogadro's Laws
 - Combined Gas Law
 - Ideal Gas Law
- Discussion Board
- Checkpoints 6–8
- Unit 2 Exam

Chemistry B Syllabus**Unit 3:**

- Direct Instruction
 - Solvation
 - Solubility
 - Special Properties of Water
 - Concentration and Molarity
 - Percent Solutions
 - Colligative Properties of Solutions
- Discussion Board
- Checkpoints 10–12
- Unit 3 Exam

Unit 4:

- Direct Instruction
 - Thermodynamic Systems
 - Enthalpy and Internal Energy
 - Enthalpy of Formation and Enthalpy of Combustion
 - Hess's Law
 - Free Energy and Reaction Spontaneity
 - Reaction Kinetics
 - Reaction Rate
 - Reaction Rate Calculations
 - Rate Calculations
- Discussion Board
- Checkpoints 14–17
- Reaction Rate Project
- Unit 4 Exam

Chemistry B Syllabus**Unit 5:**

- Direct Instruction
 - Concept of Equilibrium
 - Equilibrium Expression
 - Effects of Changes to Equilibrium
 - Solubility Equilibrium
 - Self-Ionization of Water
 - Defining Oxidation and Reduction
 - Oxidation Numbers
 - Electrochemical Cells
- Discussion Board
- Checkpoints 19–23
- Unit 5 Exam

Unit 6:

- Direct Instruction
 - Voltaic Cells
 - Standard Cell Potential
 - Electrolytic Cells
 - Radioactivity
 - Radioactivity: Past and Present
 - Types of Radiation
 - Nuclear Stability
 - Electromagnetic Radiation
 - Half-Life
 - Nuclear Fission
 - Nuclear Fusion
- Discussion Board

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- Checkpoints 25–28
- Unit 6 Exam
- Final Exam

Projects and Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the materials you are responsible for having for the Reaction Rate Project in Lessons 16–18.

Materials

You will need to collect the following materials for this project:

Ingredients

- a sink and a source of hot and cold tap water
- 1,000 mg vitamin C tablets (5 tablets) OR 500 mg vitamin C tablets (10 tablets) *
- tincture of iodine (2%) (20 mL bottle) *
- hydrogen peroxide (3%) *
- liquid laundry starch (an inexpensive kind with no additives is best) *
- ice

*These products can be found in your local grocery store, pharmacy, or supermarket.

**Look for the iodine in the first aid aisle. It is usually found near the hydrogen peroxide. You might see the 2% bottle labeled as 'tincture of iodine' or 'iodine tincture.' They are both the same. However, the white or discolored iodine is not the same as the 2% tincture of iodine.

Measuring Equipment

- a thermometer
- a stopwatch (available online or on a cell phone)
- a measuring cup to measure $\frac{1}{4}$ cup (60 mL) of water volume
- disposable plastic spoons

(NOTE: Disposable spoons are less accurate than actual measuring spoons, but the chemicals used may pose a food safety risk. One spoon can be used if it is thoroughly washed and dried before each measurement.)

Containers and Other Tools

- 3 disposable plastic cups or other containers and a means of labeling them

Chemistry B Syllabus

- 1 transparent cup or container, preferably disposable (this will be your reaction container)
- a sealable plastic sandwich bag to contain the vitamin C tablets as they are crushed
- a hammer or other suitable object for crushing the tablets
- a bucket or a tub to hold the ice

Safety Equipment

- disposable gloves (1 pair)
- safety glasses

Course Syllabus



2nix/Photos.com

Course Description

Biology A is one of two courses that explore life on Earth. This first course focuses on life at the cellular level. Students begin by reviewing the scientific method so they understand how science works to investigate questions and present findings. Then, it's full speed ahead into cells! After a study of cells' chemical makeup and size, students examine cell structures and how they function together. From there, students progress to how materials move through cells as well as how cells obtain and use energy to carry out their functions. One such function is cell division, which students examine in depth and use to segue into a study of genetics. As students learn about DNA and RNA, they come to understand how traits are inherited and how the study of inheritance is applied today.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations in biology are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in biology to better understand the scientific process, the characteristics of life, the relationship between structure and function within living organisms, the manner in which living organisms obtain energy and reproduce, genetics and heredity, and concepts in biotechnology.



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: How Science Works	Unit 2: A Look at Cells	Unit 3: Cell Transport and Energy	Unit 4: Cell Division	Unit 5: Heredity	Unit 6: Genetic Engineering and Review
<p><i>Lessons 1-5: Yogurt Lab</i></p> <ul style="list-style-type: none"> • 2 cups or glasses • 2 clean liquid measuring cups OR 2 clean teaspoons • 2 clean stirrers (spoons, coffee stirrers, etc.) • 80 mL of whole milk • 10 mL of buttermilk • masking tape or other labels for the different cups • a labeling pen 	<p><i>Lesson 6: No Lab</i></p> <p><i>Lesson 7: Cell Size</i></p> <ul style="list-style-type: none"> • 1 potato (avoid sweet potatoes) • 3 cups • food coloring (any color) • knife • cutting board • ruler with centimeters <p><i>Lessons 8-10: WANTED! Cells</i> no materials</p>	<p><i>Lessons 11-13: Osmosis</i></p> <ul style="list-style-type: none"> • 1 potato • 1 knife or other instrument with which to cut or slice the potato • 1 potato peeler • 2 bowls or cups • 1 C water • 1 Tbsp salt • masking tape or other labels for each bowl • 1 pen • 1 small piece of plastic wrap • ruler <p><i>Lessons 14 and 15: Photosynthesis</i> no materials</p>	<p><i>Lessons 16 and 17: Onion Root Tip Lab</i> no materials</p> <p><i>Lessons 18-20: CER</i> no materials</p>	<p><i>Lessons 21-24: Genetic Disorders</i> no materials</p> <p><i>Lesson 25: Sickle Cell Anemia</i> no materials</p>	<p><i>Lessons 26 and 27: Biotechnology Arguments</i> no materials</p> <p><i>Lessons 28–30: No Lab</i></p>



Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit begins by broadly discussing the particular unit's topic as well as briefly presenting the project (or lab) for that unit. Lessons begin with a list of learning objectives that describe the concepts you should understand by the end of that lesson. **These concepts are tested.** Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **What Should I Know?** — This acts as a study guide that hones in on the lesson's key concepts.
 - **Science Journal** — This is a graded activity that allows you to interact and communicate with your classmates and teacher. It either reviews key concepts you've already learned or requires you to apply what you know.
 - **Lesson Activities** — This can include readings, interactive activities, practice and enrichment activities, visual concepts and videos, and so on. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
 - **Visual Concepts/Videos** — These are graded activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos. After you view the animation/video, you answer a series of workbook questions that help you determine how well you understand the concepts that were covered.
 - **Practice** — This activity checks your understanding of the concepts from your content readings. It is not graded, but you have the opportunity to check your work.
 - **Enrichment** — This activity covers concepts from your content readings in more depth. It is not graded, but you have the opportunity to check your work.
 - **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
 - **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
 - **Vocabulary Review** — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.
-



- **Checkpoint** — This graded activity contains 10 questions that assess what you learned over the lesson. It can be taken up to three times.
- **Unit Exam** — This graded activity contains 25 to 30 questions that assess what you learned over the unit. It can be taken only once.
- **What Did I Learn?** — This activity reviews the information you learned in each lesson.

Schedule of Work

Unit 1: How Science Works	Unit 2: A Look at Cells	Unit 3: Cell Transport and Energy	Unit 4: Cell Division	Unit 5: Heredity	Unit 6: Genetic Engineering and Review
<ul style="list-style-type: none"> • Understanding Science • Reading Science • Studying Life • The Scientific Process • Enrichment: Forming a Hypothesis • Data • The SI System • Scientific Tools and Measurements • Lab Safety • Atoms • Bonds and Water • Macromolecules • Solutions, Acids, and Bases • Review: The Scientific Process • Review: Lab Safety • Review: Measurements and Graphs • Review: The Chemistry of Life 	<ul style="list-style-type: none"> • Characteristics of Life • Microscopes • Enrichment: Microscopes • Cell Size • Types of Cells • Eukaryotic Cells • The Cell Membrane • Enzymes • Review: Characteristics of Life • Review: Cells 	<ul style="list-style-type: none"> • Diffusion and Osmosis • Facilitated Diffusion • Active Transport • Energy in a Cell • Photosynthesis • Aerobic Respiration • Fermentation • Review: Cell Transport • Review: Chemical Energy 	<ul style="list-style-type: none"> • Why Do Cells Divide? • Chromosomes • The Cell Cycle • Cell Regulation • Cancer • Meiosis • Review: Cell Division • Review: Chromosomes and Reproduction 	<ul style="list-style-type: none"> • Heredity's Beginnings • Mendel's Experiments • A Look Back: Mendel's Math • Enrichment: Mendel's Math • Predicting Genetic Crosses • Practicing Punnett Squares • Complex Patterns of Inheritance • Blood Type • Enrichment: X-Linked Inheritance • What Is DNA? • DNA and RNA • DNA at Work • Changes in DNA • Review: Heredity • Review: DNA and Gene Expression 	<ul style="list-style-type: none"> • Enzymes as Molecular Machines • Common Tools of the Trade • DNA Sequencing • Genomes and Genomics • The Future Today • Review: The Scientific Process • Review: Lab Safety • Review: Measurements and Graphs • Review: The Chemistry of Life • Review: Characteristics of Life • Review: Cells • Review: Cell Transport • Review: Chemical Energy • Review: Cell Division • Review: Chromosomes and Reproduction • Review: Heredity • Review: DNA and Gene Expression

Course Syllabus



Kasza, Dawid/Photos.com

Course Description

Biology B focuses on examining the bigger picture of life. The course begins by exploring early Earth, the basics of biochemistry, the origin of cells, and the evolution of species. The course then moves into a presentation of how different organisms are grouped and identified. In this presentation, the major groups of organisms are identified and described, and you examine one organism group in more detail as you explore the human body systems. Finally, you learn about ecology and human interaction with the environment. Throughout the course, you explore the historical perspectives and modern social implications of the course topics.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations and research in biology are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in biology to better understand the evolution of life, how organisms are classified, the similarities and differences between different groups of living organisms, how and why the human body systems work together, and the manner in which living organisms interact with each other and their environment.



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Evolution	Unit 2: Classification and Microbiology	Unit 3: Plants and Animals	Unit 4: The Human Body	Unit 5: Ecology	Unit 6: Ecology and Review
<p><i>Lesson 1: No Lab</i></p> <p><i>Lessons 2-5: Natural Selection Lab</i></p> <ul style="list-style-type: none"> • 10 small bowls • 1 hole punch • 10 different colored sheets of paper • graph paper 	<p><i>Lesson 6: No Lab</i></p> <p><i>Lesson 7: Dichotomous Key Lab*</i></p> <ul style="list-style-type: none"> • photos of leaves • dichotomous key <i>*provided</i> <p><i>Lessons 8-10: Investigating Fungi Lab</i></p> <ul style="list-style-type: none"> • mushrooms at a grocery store • 1 Tbsp of brewer's or baker's yeast • 1 bowl • 1 C of water • 3 tsp of sugar 	<p><i>Lessons 11-13: Plant Stem Lab</i></p> <ul style="list-style-type: none"> • 1 ruler • 3 different plants* <p><i>*If you do not have easy access to plants, you may examine plants at a nursery, home improvement store, or friend's house.</i></p> <p><i>Lesson 14: Invertebrates and Ecology</i> no materials</p> <p><i>Lesson 15: Vertebrates and Ecology</i> no materials</p>	<p><i>Lessons 16-20: Human Body Systems</i></p> <ul style="list-style-type: none"> • slide presentation program 	<p><i>Lesson 21: No Lab</i></p> <p><i>Lessons 22-25: Ecosystem Lab</i> no materials</p>	<p><i>Lessons 26-30: No Lab/Project</i></p>



Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit begins by broadly discussing the particular unit's topic as well as briefly presenting the project (or lab) for that unit. Lessons begin with a list of learning objectives that describe the concepts you should understand by the end of that lesson. **These concepts are tested.** Following the introduction is a set of activities organized in a particular pattern. Most lessons follow the same organization, but some lessons deviate from the pattern as necessary. For example, some lessons do not have projects, and other lessons are designed for review rather than presentation of new concepts. This structuring ensures that you are provided with only the information you need to know.

A typical lesson has the following organization:

- **What Should I Know?** — This acts as a study guide that hones in on the lesson's key concepts.
- **Science Journal** — This either reviews key concepts already learned or requires application of knowledge. It is a graded activity that is submitted with the project at the end of the unit.
- **Lesson Activities** — This could include readings, practice activities, interactive activities, etc. Some of these have graded workbook questions, and some do not.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching. This may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Discussion Board** — This is a graded activity that allows you to interact and communicate with your classmates and teacher about lesson topics.
- **Vocabulary Review** — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.
- **Checkpoint** — This graded activity contains 10 questions that assess what you have learned over the lesson. It can be taken up to three times.
- **Unit Exam** — This graded activity contains 30 questions that assess what you have learned over the unit. It can be taken only once.
- **What Did I Learn?** — This activity reviews the information you learned and introduces the next lesson.



Schedule of Work

Unit 1: Evolution	Unit 2: Classification and Microbiology	Unit 3: Plants and Animals	Unit 4: The Human Body	Unit 5: Ecology	Unit 6: Ecology and Review
<ul style="list-style-type: none"> - Early Earth - Biochemistry Basics - The Origin of Cells - The Theory of Evolution - Natural Selection - Evidence for Evolution - Facts on Fossils - Forming New Species - Evolutionary Patterns - Population Genetics - A Look at Genetic Change - Review: Biochemistry and Earth's History - Review: Darwin and Evolution - Review: Evolutionary Change 	<ul style="list-style-type: none"> - Classifying Organisms - Evolutionary Classification - Kingdoms and Domains - Enrichment: Evolutionary Classification - Bacteria - Viruses - Protists - Fungi - Review: Classification - Review: Bacteria and Viruses - Review: Protists and Fungi 	<ul style="list-style-type: none"> - Origins of Land Plants - Types of Land Plants - Plant Structure and Function - Reproduction in Seed Plants - Plant Response and Hormones - Characteristics of Animals - Invertebrates - Chordates - Aquatic Vertebrates - Terrestrial Vertebrates - Animal Behavior - Review: Plants - Review: Animals 	<ul style="list-style-type: none"> - The Human Body - The Nervous System - The Integumentary System - The Skeletal System - The Muscular System - The Cardiovascular System - The Respiratory System - The Lymphatic and Immune Systems - The Digestive System - The Excretory System - The Endocrine System - The Reproductive System - Review: Human Body Systems: Part 1 - Review: Human Body Systems: Part 2 	<ul style="list-style-type: none"> - Introduction to Ecology - Producers and Consumers - Energy Flow - Cycling Matter - Climate - Biomes - Aquatic Ecosystems - Population Growth - Limits to Population Growth - Review: Ecology, Matter, and Energy Flow - Review: Biomes, Aquatic Ecosystems, and Populations 	<ul style="list-style-type: none"> - Humans and the Environment - Biodiversity: Threats and Solutions - Ozone Layer and Climate Change - Review: Ecology, Matter, and Energy Flow - Review: Biomes, Aquatic Ecosystems, and Populations - Review: Biochemistry and Earth's History - Review: Darwin and Evolution - Review: Classification - Review: Bacteria and Viruses - Review: Protists and Fungi - Review: Plants - Review: Animals - Review: Human Body Systems: Part 1 - Review: Human Body Systems: Part 2

Course Syllabus



Gino Santa Maria/Shutterstock

Course Description

Chemistry A covers the basic principles and properties of matter. Students discover how chemistry has evolved, learn about chemical lab equipment, techniques, and safety, and explore the proper way to make measurements to reduce error and uncertainty. Students also explore atomic structure, periodic laws, types of bonding, chemical reactions, and stoichiometry.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations and research in chemistry are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in chemistry to better understand the history and branches of chemistry, the basics of matter and atoms, how the elements are organized, how and why chemicals react to form new substances, the calculations and purposes of stoichiometry, and how chemistry impacts individuals and society.



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Methods and Matter	Unit 2: Atoms, Electrons, and the Periodic Table	Unit 3: Bonding	Unit 4: Chemical Nomenclature and Reactions	Unit 5: Stoichiometry	Unit 6: Chemistry Connections and Review
<p><i>Lesson 1: No Project</i></p> <p><i>Lessons 2-5: Separating Salt Water</i></p> <ul style="list-style-type: none"> • salt • bowl or pitcher • tablespoon • water • ceramic or glass container* <i>*should be able to tolerate boiling temperatures (like a canning jar or coffee mug)</i> <i>*height should be less than the pot's height</i> <i>*diameter should be slightly smaller than the pot</i> • pot with its lid** <i>**should be tall enough for the container to fit inside of it with the pot's lid forming a secure seal</i> • stovetop 	<p><i>Lesson 6-8: Rare Earth Metals</i></p> <ul style="list-style-type: none"> • presentation software <p><i>Lesson 8-10: CER</i> no materials</p>	<p><i>Lesson 11: No Project</i></p> <p><i>Lesson 12-15: Identifying Bond Type</i></p> <ul style="list-style-type: none"> • 5 mL (or 1 tsp) butter • 5 mL (or 1 tsp) table salt • 5 mL (or 1 tsp) sugar • 5 mL (or 1 tsp) baking soda • 6 cm² (or 4 in²) aluminum foil • frying pan* <i>*pan with a large nonstick surface (such as one that is hard anodized or has ceramic coating) will be easier to clean and is preferred over other types of pans</i> • stove or heating surface 	<p><i>Lesson 16: No Project</i></p> <p><i>Lesson 17-20: Reaction Types</i> no materials</p>	<p><i>Lesson 21: No Project</i></p> <p><i>Lesson 22-25: Limiting Reactants</i></p> <ul style="list-style-type: none"> • 6 empty short plastic water bottles • 6 small round balloons that can fit over the openings of the water bottles • 300 mL of household vinegar • a small container of baking soda • a ruler • a piece of string that is 30 cm long • a marker • measuring spoons and a measuring cup • funnel* 	<p><i>Lessons 26-29: Chemistry Applications and Review</i> no materials</p> <p><i>Lesson 30: No Project</i></p>



Unit 1: Methods and Matter	Unit 2: Atoms, Electrons, and the Periodic Table	Unit 3: Bonding	Unit 4: Chemical Nomenclature and Reactions	Unit 5: Stoichiometry	Unit 6: Chemistry Connections and Review
<ul style="list-style-type: none"> • oven mitts (or potholders) • tongs lined with rubber*** <i>***should have a wide enough grip to fit around the container</i> • fork • spoon • plate • dish soap • 2 clear bottles with lids 		<ul style="list-style-type: none"> • 5 clear glasses • 600 mL (or about 2 1/2 cups) distilled water • measuring spoons • measuring cup • 5 stirring spoons • scissors • timer** <i>**cell phones with a timer can be used</i> • flashlight*** <i>***cell phones with a flashlight can be used</i> • plastic wrap • kitchen towel or paper towels • note paper • hammer (or another heavy object) 		<p><i>*if you do not have a funnel, a simple one can be made by cutting the top conical portion off of a water bottle (with an adult's help), inverting it, and taking the cap off</i></p>	

Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.



Course Organization

Each unit begins by broadly discussing the particular unit's topic as well as briefly presenting the project (or lab) for that unit. Lessons begin with a list of learning objectives that describe the concepts you should understand by the end of that lesson. **These concepts are tested.** Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **What Should I Know?** — This acts as a study guide that hones in on the lesson's key concepts.
- **Science Journal** — This is a graded activity that allows you to communicate with your teacher. It either reviews key concepts you've already learned or requires you to apply what you know.
- **Lesson Activities** — This can include readings with practice questions, interactive and enrichment activities, visual concepts and videos, and so on. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos.
- **Enrichment** — This activity covers concepts from your content readings in more depth. It provides an opportunity for you to enhance your understanding of these concepts.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Vocabulary Review** — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.
- **Checkpoint** — This graded activity contains 10 questions that assess what you learned over the lesson.
- **Unit Exam** — This graded activity contains 25 to 30 questions that assess what you learned over the unit.
- **What Did I Learn?** — This activity reviews the information you learned in each lesson.



Schedule of Work

Unit 1: Methods and Matter	Unit 2: Atoms, Electrons, and the Periodic Table	Unit 3: Bonding	Unit 4: Chemical Nomenclature and Reactions	Unit 5: Stoichiometry	Unit 6: Chemistry Connections and Review
<ul style="list-style-type: none"> • What Is Chemistry? • Branches of Chemistry • Famous Figures in Chemistry • Using Lab Equipment • Experimental Error • Chemical Lab Safety • SI Units • Numbers in Science • Dimensional Analysis • Classification of Matter • Physical Properties of Matter • Separating Mixtures 	<ul style="list-style-type: none"> • Early Atomic Theory • Atomic Structure • Radioactivity • Types of Radiation • Electromagnetic Radiation • How Electrons Behave • Atomic Orbitals • Electron Configuration • Periodic Table Organization • Periodic Trends 	<ul style="list-style-type: none"> • Chemical Bonds • Structure of Metals • Properties of Metals • Ionic Compounds • Ionic Compound Properties • Covalent Compounds • Covalent Bonds and Models • Covalent Compound Properties • Bonding Theories • Molecular Geometry • Bond Properties 	<ul style="list-style-type: none"> • Naming Ionic Compounds • Naming Molecular Compounds • Modeling Chemical Reactions • Balancing Reaction Equations • Signs of Chemical Change • Displacement Reactions • Combustion Reactions • Synthesis Reactions • Decomposition Reactions 	<ul style="list-style-type: none"> • The Mole • Mole Conversions • Multistep Conversions • Determining Mole Ratios • Solving Stoichiometry Problems • Comparing Reactants • Limiting Reactants • Calculating Percent Yield • Law of Definite Proportions • Law of Multiple Proportions • Chemical Formulas 	<ul style="list-style-type: none"> • Flint's Water Crisis • Government's Response to Flint's Crisis • Availability of Nitrogen • The Chemistry of Teenage Behavior

Course Syllabus



Alexandre Dotta / Photo Researchers / Science Source

Course Description

Chemistry B focuses on the energy involved in chemistry and the uses for several types of chemical reactions. Students begin by refreshing and deepening their understanding of the basics of matter and their relation to energy. Next, students explore the properties of solutions, including acids, bases, and their reactions. Then, students dive into thermodynamics, electrochemistry, organic chemistry, and finally nuclear chemistry. In this course, students develop a solid understanding of several universal scientific principles and learn to manipulate the applications of chemistry in real-world settings.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations in chemistry are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in chemistry to better understand the nature of chemical bonds, intermolecular forces, solutions, concentration, redox reactions, electrochemistry, organic chemicals, and nuclear reactions.



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Properties of Matter	Unit 2: Solutions, Acids, and Bases	Unit 3: Thermodynamics and Reaction Kinetics	Unit 4: Redox Reactions and Electrochemistry	Unit 5: Organic Chemistry	Unit 6: Nuclear Energy and Review
<p><i>Lessons 1-2:</i> <i>No Project</i></p> <p><i>Lessons 3-5:</i> <i>Pressure and Temperature</i> no materials</p>	<p><i>Lessons 6-8:</i> <i>Solubility Change with Temperature</i></p> <ul style="list-style-type: none"> • 2 lb of sugar • large bowl • hot water • measuring cup • glass • thermometer • tablespoon <p><i>Lessons 9 and 10:</i> <i>pH Measurements</i> no materials</p>	<p><i>Lessons 11-13:</i> <i>Reaction Rate</i></p> <ul style="list-style-type: none"> • water • vitamin C tablets • tincture of iodine • hydrogen peroxide • laundry starch • thermometer • ice • stopwatch • measuring cup • disposable spoons • cups • disposable gloves • safety glasses <p><i>Lessons 14 and 15:</i> <i>No Project</i></p>	<p><i>Lesson 16:</i> <i>No Project</i></p> <p><i>Lessons 17-20:</i> <i>Penny Battery</i></p> <ul style="list-style-type: none"> • ten pennies* <i>*made after 1982</i> • cardboard • scissors • sheet of sandpaper** <i>**100 grit</i> • a small plastic container • water • white vinegar • salt • one T-1 3/4 (5 mL) red LED • electrical tape*** <i>***optional</i> • a towel or napkins 	<p><i>Lessons 21 and 22:</i> <i>No Project</i></p> <p><i>Lessons 23-24:</i> <i>Organic Compounds and Organic Reactions</i> no materials</p> <p><i>Lesson 25:</i> <i>No Project</i></p>	<p><i>Lessons 26 and 27:</i> <i>No Project</i></p> <p><i>Lesson 28:</i> <i>Units 1-3 Review</i> no materials</p> <p><i>Lesson 29:</i> <i>Units 4 and 5 Review</i> no materials</p> <p><i>Lesson 30:</i> <i>No Project</i></p>



Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit begins by broadly discussing the particular unit's topic as well as briefly presenting the project (or lab) for that unit. Lessons begin with a list of learning objectives that describe the concepts you should understand by the end of that lesson. **These concepts are tested.** Following the introduction is a set of activities organized in a particular pattern.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **What Should I Know?** — This acts as a study guide that hones in on the lesson's key concepts.
- **Science Journal** — This is a graded activity that allows you to communicate with your teacher. It either reviews key concepts you've already learned or requires you to apply what you know.
- **Lesson Activities** — This can include readings with practice questions, interactive and enrichment activities, visual concepts and videos, and so on. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos.
- **Enrichment** — This activity covers concepts from your content readings in more depth. It provides an opportunity for you to enhance your understanding of these concepts.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Vocabulary Review** — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.
- **Checkpoint** — This graded activity contains 10 questions that assess what you learned over the lesson.
- **Unit Exam** — This graded activity contains 25 to 30 questions that assess what you learned over the unit.
- **What Did I Learn?** — This activity reviews the information you learned in each lesson.



Schedule of Work

Unit 1: Properties of Matter	Unit 2: Solutions, Acids, and Bases	Unit 3: Thermodynamics and Reaction Kinetics	Unit 4: Redox Reactions and Electrochemistry	Unit 5: Organic Chemistry	Unit 6: Nuclear Energy and Review
<ul style="list-style-type: none"> • Matter and Energy • Bonding and Polarity • Intermolecular Forces • Gases and Liquids • Solids • Phases • Phase Changes • Phase Diagrams and Specific Heat • Kinetic Molecular Theory and Gases • Gas Laws • Combined Gas Law • Ideal Gas Law 	<ul style="list-style-type: none"> • Solvation • Solubility • Concentration and Molarity • Colligative Properties of Solutions • Special Properties of Water • Acid-Base Theories • Acid-Base Dissociation and Neutralization Reactions • pH and pOH • Titration 	<ul style="list-style-type: none"> • Thermodynamic Systems and Enthalpy • Enthalpy Calculations • Free Energy and Reaction Spontaneity • Reaction Kinetics • Reaction Rate • Reaction Rate Calculations • Defining Equilibrium • Equilibrium Expression • Equilibrium Shifts • Solubility Equilibrium • Acid-Base Dissociation • Buffer Solutions 	<ul style="list-style-type: none"> • Defining Oxidation and Reduction • Oxidation Numbers • Half-Reactions • Balancing and Predicting Oxidation Reactions • Electrochemical Cells • Voltaic Cells • Standard Cell Potential • Electrolytic Cells 	<ul style="list-style-type: none"> • Carbon Compounds • Alkanes • Alkenes • Alkynes • Cyclic Hydrocarbons • Alcohols and Alkyl Halides • Ethers, Aldehydes, and Ketones • Carboxylic Acids and Esters • Types of Organic Reactions • Polymers and Polymerization 	<ul style="list-style-type: none"> • Radioactive Decay and Nuclear Stability • Half-Life • Nuclear Fission • Nuclear Fusion

Course Syllabus



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Course Description

Physical Science A provides an introduction to the world of chemistry. The course begins by providing an introduction to science as a whole and the basic methods and tools that scientists use to produce meaningful results. Students then explore the structure and properties of matter and how it changes in response to energy. Next, students practice reading and interpreting the information on the periodic table as well as chemical names, formulas, equations, and models. Students also discover the types and the properties of reactions, mixtures, solutions, acids, and bases. Finally, students examine both the scientific principles and the human applications of nuclear reactions. Throughout the course, students explore the historical perspectives and modern social implications of the course topics.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations and research in chemistry are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in chemistry to better understand the nature of science, the basics of matter, how the elements are organized, how and why chemicals react to form new substances, the properties of mixtures, solutions, acids, and bases, and how nuclear technology has impacted society.



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of the course's labs/projects (by unit) and the materials you are responsible for having.

Unit 1: Science Matters	Unit 2: Matter and Atoms	Unit 3: Periodic Table and Bonding	Unit 4: Chemical and Nuclear Reactions	Unit 5: Solutions, Acids, and Bases	Unit 6: Making Connections
<p><i>Lessons 1-4: Scientific Method</i></p> <ul style="list-style-type: none"> • 4 ice cubes • 4 cups • measuring spoons • salt • stopwatch <p><i>Lesson 5: No Lab</i></p>	<p><i>Lesson 6-10: Phase Changes</i></p> <ul style="list-style-type: none"> • small pot • measuring cup* <i>*must have mL and oz markings</i> • candy thermometer* <i>*should have units in °C (If it does not have units in °C, then the temperature can be converted from °F to °C.)</i> • spoon (wooden, plastic, or metal) • ice • water • stove • oven mitts • graphing paper or electronic alternative 	<p><i>Lesson 11-15: Bonding and the Periodic Table</i></p> <ul style="list-style-type: none"> • 20 blank 3x5 in. index cards • 3 rolls of pennies • 1 pencil • 30 cm of masking tape • 1 periodic table of elements 	<p><i>Lesson 16-20: Temperature of Chemical Reactions</i></p> <ul style="list-style-type: none"> • column thermometer* <i>*must measure a minimum of 20°C and should have units in °C (If it does not have units in °C, then the temperature can be converted from °F to °C.)</i> • timer* <i>*must show seconds</i> • 2 white foam coffee cups • 1 cup of distilled water • 4 tablespoons of baking soda • 2 tablespoons of fragrance-free DampRid® moisture absorber* (calcium chloride) <i>*available in hardware stores</i> • 2 cups of vinegar • basic calculator 	<p><i>Lesson 21-24: Rock Candy Lab</i></p> <ul style="list-style-type: none"> • 1 cup water per candy solution • 3–5 cups sugar per candy solution • crystal collector* <i>*such as string or straws</i> • clear solution container(s)* <i>*as many as needed</i> • small saucepan • wooden spoon • stove • oven mitts • funnel or ladle • your independent variable, if it is an object or ingredient* <i>*More information about this is given in the project instructions.</i> • camera or sketch pad <p><i>Lesson 25: No Lab</i></p>	<p><i>Lesson 26: No Lab</i></p> <p><i>Lesson 27: Nuclear Incidents</i> no materials</p> <p><i>Lessons 28-29: Review</i> no materials</p> <p><i>Lesson 30: No Lab</i></p>



Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit begins by broadly discussing the particular unit's topic as well as briefly presenting the project (or lab) for that unit. Lessons begin with a list of learning objectives that describe the concepts you should understand by the end of that lesson. **These concepts are tested.** Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **What Should I Know?** — This acts as a study guide that hones in on the lesson's key concepts.
- **Science Journal** — This is a graded activity that allows you to interact and communicate with your classmates and teacher. It either reviews key concepts you've already learned or requires you to apply what you know.
- **Lesson Activities** — This can include readings, interactive activities, practice and enrichment activities, visual concepts and videos, and so on. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos.
- **Practice** — This activity checks your understanding of the concepts from your content readings. It is not graded, but you have the opportunity to check your work.
- **Enrichment** — This activity covers concepts from your content readings in more depth. It is not graded, but you have the opportunity to check your work.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Vocabulary Review** — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.



- **Checkpoint** — This graded activity contains 10 questions that assess what you learned over the lesson. It can be taken up to three times.
- **Unit Exam** — This graded activity contains 25 to 30 questions that assess what you learned over the unit. It can be taken only once.
- **What Did I Learn?** — This activity reviews the information you learned in each lesson.

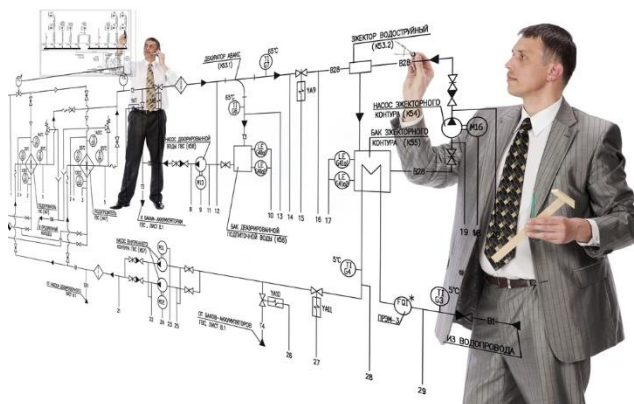
Schedule of Work

Unit 1: Science Matters	Unit 2: Matter and Atoms	Unit 3: Periodic Table and Bonding	Unit 4: Chemical and Nuclear Reactions	Unit 5: Solutions, Acids, and Bases	Unit 6: Making Connections
<ul style="list-style-type: none"> • Questions and Predictions • Making Science Happen • Making Sense of Science • The SI System • Data • Elements • Molecules and Compounds • Physical Properties and Changes • Chemical Properties and Changes • Enrichment: Forming a Hypothesis • Review: The Scientific Process • Review: Science Counts • Review: What's the Matter? 	<ul style="list-style-type: none"> • Energy's Effect on Matter • States of Matter • Changes in Matter • Conservation of Mass and Energy • Fluids and Pressure • Gases • Milestones of Atomic Theory • Atomic Structure • Modern Atomic Theory • Review: Energy and Matter • Review: Fluids and Pressure • Review: Atoms 	<ul style="list-style-type: none"> • Discovery of the Periodic Table • Trends in the Periodic Table • Elemental Classes • It's All in the Family • Chemical Bonds • Ionic Bonds • Covalent Bonds • Naming Compounds • Review: Trends and Families • Review: Ionic and Covalent Bonds • Review: Models, Names, and Formulas 	<ul style="list-style-type: none"> • Reactions and Equations • Types of Reactions • Energy of Chemical Reactions • Reaction Rate • Equilibrium of Chemical Reactions • Nuclear Reactions • Half-Life • Fission and Fusion • Nuclear Radiation in Medicine • Review: Chemical Reactions and Equations • Review: Energy in Chemical Reactions • Review: Nuclear Reactions 	<ul style="list-style-type: none"> • Heterogeneous Mixtures • Homogeneous Mixtures • Types of Solvents • Types of Solutions • How Solutes Dissolve • Solubility • Enrichment: Sweet Solutions for the Birds • Concentration • Acids and Bases • Life with Acids and Bases • Review: Mixtures and Solutions • Review: Solutions' Properties • Review: Acids and Bases 	<ul style="list-style-type: none"> • Harnessing Nuclear Energy • Benefits and Risks of Nuclear Energy • Innovations in Nuclear Reactors • Review: The Scientific Process • Review: Science Counts • Review: What's the Matter? • Review: Characteristics of Matter • Review: Energy and Matter • Review: Fluids and Pressure • Review: Atoms • Review: Trends and Families • Review: Ionic and Covalent Bonds



Unit 1: Science Matters	Unit 2: Matter and Atoms	Unit 3: Periodic Table and Bonding	Unit 4: Chemical and Nuclear Reactions	Unit 5: Solutions, Acids, and Bases	Unit 6: Making Connections
<ul style="list-style-type: none"> Review: Characteristics of Matter 					<ul style="list-style-type: none"> Review: Models, Names, and Formulas Review: Chemical Reactions and Equations Review: Energy in Chemical Reactions Review: Nuclear Reactions Review: Mixtures and Solutions Review: Solutions' Properties Review: Acids and Bases

Course Syllabus



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Course Description

Physical Science B provides an introduction to the world of physics. The course starts out by building a foundation of what it means to be scientific by describing the ways scientists think, communicate, and do their jobs. Next, students cover important aspects of motion and force, including the motion of fluids and how motion relates to Newton's laws. Building up from these fundamentals, students then explore the topics of thermodynamics, energy, work, and machines. The nature and properties of waves are covered next, and then the course ends by examining electricity and magnetism. Throughout the course, students parallel their investigation into the scientific method with a course project that introduces them to the field and processes of engineering.

Course Objectives

- Apply scientific processes to conduct investigations.
- Use logical thinking to identify relationships and draw conclusions.
- Examine how investigations in physics are important to gaining historical perspective and understanding the societal value of scientific advances.
- Evaluate topics in physics to better understand motion, force, work, energy, the structure and behavior of waves, and electromagnetism.



Labs/Projects & Required Materials

Certain labs/projects require the use of outside materials. The following is a list of course's labs/projects (by unit) and the materials students will be responsible for having.

Unit 1: Scientific Thinking and Motion	Unit 2: Force	Unit 3: Energy	Unit 4: Waves	Unit 5: Electricity	Unit 6: Connections and Review
<p><i>Lessons 2–5:</i> <i>Speed Lab</i></p> <ul style="list-style-type: none"> • 3 balls of different size and weight, or 3 toy cars of different size and weight • a ramp at least 2 m long • a stopwatch or other digital timer* <i>*an online stopwatch may be used</i> • a ruler • a pencil or marker <p><i>Lesson 5:</i> <i>Course Project:</i> no materials</p>	<p><i>Lessons 6–8:</i> <i>Parachutes and Force</i></p> <ul style="list-style-type: none"> • 5 or 6 hard-boiled eggs • 1 large plastic garbage bag • 7 m of regular string • tape or hole punch • scissors • something to hold the eggs* <i>*e.g., a small plastic sandwich bag</i> <p><i>Lessons 9–10:</i> <i>Cartesian Diver</i></p> <ul style="list-style-type: none"> • 3 plastic soda straws* <i>*bendable types are best</i> • 3 paperclips • a 2 L soda bottle with a lid • modeling clay* <i>*small amount, about the size of an egg</i> • scissors <p><i>Lesson 10:</i> <i>Course Project:</i> no materials</p>	<p><i>Lessons 11–15:</i> <i>Energy and the Trebuchet</i></p> <ul style="list-style-type: none"> • 36 chopsticks • 3 large marshmallows • 3 counterweights with different masses* <i>*can be made of US coins</i> • 2 paper clips • 1 small (32 oz), round container with a lid • 1 short, hollow tube wide enough to accommodate a chopstick* <i>*The plastic cap off a pen or marker can be modified to work by cutting off the end.</i> • a few feet of thread • duct tape • scissors • a ruler or a tape measure <p><i>Lesson 15:</i> <i>Course Project:</i> no materials</p>	<p><i>Lesson 17–20:</i> <i>Understanding the Light Spectrum</i></p> <ul style="list-style-type: none"> • 1 empty cereal box • 1 CD* <i>*preferably an old one that is no longer in use</i> • 2 small pieces of aluminum foil* <i>*2 in x 2 in</i> • scissors • tape <p><i>Lesson 20:</i> <i>Course Project:</i> materials will vary</p>	<p><i>Lesson 22–25:</i> <i>Model Electromagnet</i></p> <ul style="list-style-type: none"> • 2 batteries • 1 large iron nail or bolt • 6 small paper clips • insulated copper wire • tape • means of removing wire insulation* <i>* may include a knife, a razor, sandpaper, or other instrument</i> <p><i>Lesson 25:</i> <i>Course Project:</i> materials will vary</p>	<p><i>Lesson 26-27:</i> <i>Course Project:</i> <i>Redesigning the Spectroscope</i> materials will vary</p> <p><i>Lesson 28:</i> <i>Units 1-3 Review</i> no materials</p> <p><i>Lesson 29:</i> <i>Units 4 and 5 Review</i> no materials</p> <p><i>Lesson 30:</i> <i>no lab/project</i></p>



Course Overview

This course is made up of six units of five lessons each. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others are graded by the teacher, and additional activities are available but not graded. Contact your teacher for further information about course guidelines and grading policies.

Course Organization

Each unit begins by broadly discussing the particular unit's topic as well as briefly presenting the project (or lab) for that unit. Lessons begin with a list of learning objectives that describe the concepts you should understand by the end of that lesson. **These concepts are tested.** Following the introduction is a set of activities organized in a particular pattern. Most of the lessons will have the same format, but some activities will vary or be omitted if necessary.

A typical lesson will have the following activities. Note that the Checkpoint occurs in the first four lessons of a unit, while the Unit Exam occurs in the last lesson of a unit.

- **What Should I Know?** — This acts as a study guide that hones in on the lesson's key concepts.
- **Science Journal** — This is a graded activity that allows you to communicate with your teacher. It either reviews key concepts you've already learned or requires you to apply what you know.
- **Lesson Activities** — This can include readings with practice questions, interactive and enrichment activities, visual concepts and videos, and so on. Some activities have graded workbook questions, and some do not. Further explanation of a few of these activities is provided below.
- **Visual Concepts/Videos** — These are activities that cover complex topics from your content readings in more depth. They can range from short animations to longer videos.
- **Enrichment** — This activity covers concepts from your content readings in more depth. It is not graded, but you have the opportunity to check your work.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching.
- **Discussion Board** — This is a graded activity that gives you a chance to interact and communicate with your classmates and teacher. It allows you to explore the lesson's topics in more depth and may require research.
- **Vocabulary Review** — This activity helps you prepare for the Checkpoint and Unit Exam by reviewing vocabulary from the lesson.
- **Checkpoint** — This graded activity contains 10 questions that assess what you learned over the lesson. It can be taken up to three times.
- **Unit Exam** — This graded activity contains 25 to 30 questions that assess what you learned over the unit. It can be taken only once.
- **What Did I Learn?** — This activity reviews the information you learned in each lesson.



Schedule of Work

Unit 1: Scientific Thinking and Motion	Unit 2: Force	Unit 3: Energy	Unit 4: Waves	Unit 5: Electricity	Unit 6: Connections and Review
<ul style="list-style-type: none"> • Scientific Thinking • Models in Science • Communication in Science • Ethics of Science • How to Write a Lab Report • Motion • Speed and Velocity • Graphing Motion • Acceleration • Graphing Acceleration • Review: Scientific Thinking and Communication • Review: Motion and Graphing Motion • Review: Acceleration and Graphing Acceleration 	<ul style="list-style-type: none"> • Forces • Modeling Forces • Newton’s First Law of Motion • Newton’s Second Law of Motion • Newton’s Third Law of Motion • Pressure • Dynamics of Pressure • Buoyancy • Review: Forces and Newton’s Laws • Review: Forces in Fluids 	<ul style="list-style-type: none"> • Types of Energy • Energy on the Microscopic Level • Energy Systems and Conservation of Energy • Temperature and Heat • Thermal Energy and Thermal Equilibrium • Heat Transfer • Energy Transformations • Work and Power • Simple Machines and Mechanical Advantage • Review: Energy • Review: Energy Transformation • Review: Work, Power, and Machines 	<ul style="list-style-type: none"> • Characteristics of Waves • Behavior of Waves • Properties of Sound • Behavior of Sound • Light • Behavior of Light • Reflection and Mirrors • Refraction and Lenses • Enrichment: Doppler Effect • Review: Waves • Review: Sound and Light • Review: Optics 	<ul style="list-style-type: none"> • Electric Charges • Electric Forces • Currents and Circuits • Types of Circuits • Magnetism • Earth’s Magnetic Field • Electromagnetism • Generating Electricity • Review: Currents and Circuits • Review: Magnetism 	<ul style="list-style-type: none"> • Review: Motion and Graphing Motion • Review: Acceleration and Graphing Acceleration • Review: Forces and Newton’s Laws • Review: Forces in Fluids • Review: Energy • Review: Energy Transformation • Review: Work, Power, and Machines • Review: Waves • Review: Sound and Light • Review: Optics • Review: Currents and Circuits • Review: Magnetism

**APPENDIX A
CURRICULUM**

D.5 Syllabi

It includes the syllabi for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-12
- f. Health and Physical Education
- f. World Languages

Social Studies

K-12

Kindergarten Social Studies A Syllabus

Course Description:

The Kindergarten Social Studies curriculum is meant to get students thinking about themselves and how they relate to those around them. They will learn to identify their own characteristics as well as relating their emotions. They will also learn about some key figures in history, learn about maps, the globe, and the calendar.

Materials:

- Yarn up to 5 feet long
- 1 letter-sized envelope
- Sky blue and green construction paper
- Crayons
- Markers
- Scissors
- Some yarn
- A hole punch
- Styrofoam or paper cup
- A lump of play dough or other clay
- Glue stick
- A shoebox or other box for a chest
- Decorations for the box
- Paper to write stories
- Photos of keepsakes and memories
- "The Relatives Came" by Cynthia Rylant
- 12 large pieces of paper (legal size is best)
- Ruler
- Hole puncher
- 3 pieces of yarn or ribbon
- Your Calendar
- Piece of fruit to eat tomorrow
- "Unlovable", by Dan Yaccarino
- "Crazy Hair Day", by Barney Saltzberg
- "The Zax", By Dr. Seuss (optional)

Module	Lesson Title	Objectives
1	About Me	<ul style="list-style-type: none"> • Identify physical traits. • Depict a self image.
	Rules, Rules, Rules!	<ul style="list-style-type: none"> • Identify responsibilities at school. • Identify and explain behaviors for responsible classroom citizens. • Explain the purpose and need for rules.
	My Family	<ul style="list-style-type: none"> • Design a simple family tree. • Identify different roles in your family.
	Calendar Time	<ul style="list-style-type: none"> • Develop a calendar to begin work with concepts of past, present, and future

Kindergarten Social Studies A Syllabus

Module	Lesson Title	Objectives
2	Past, Present and Future	<ul style="list-style-type: none"> Distinguish between past, present, and future as you continue to work with your calendar. Use the following terms: "yesterday", "today", "tomorrow".
	Let's Fix It	<ul style="list-style-type: none"> Identify a problem. Discuss possible solution.
3	Pocahontas: An American Heroine	<ul style="list-style-type: none"> Read along and listen to a folktale of Pocahontas; an American heroine. Explore aspects of her life, her personality, and her contributions to our world. Develop a timeline to connect you with history.
	Clara Barton	<ul style="list-style-type: none"> Explore the life of Clara Barton. Work with the daily calendar and historical time line.
	Christopher Columbus	<ul style="list-style-type: none"> Read along as you listen to a story about Christopher Columbus in a folk tale format. Work with your historical time line and learn about events that occur the story. Deepen your sense of yourself as part of an historical continuum.
4	Abraham Lincoln	<ul style="list-style-type: none"> Explore another historic American figure through the folklore format. Continue work with historical time line.
	George Washington	<ul style="list-style-type: none"> Explore American history with a tale from the early life of George Washington. Work with the daily calendar and the historical time line.
	Johnny Appleseed	<ul style="list-style-type: none"> Explore historic American figure Johnny Appleseed through the folklore format.
5	Make a Difference	<ul style="list-style-type: none"> Define and give examples of volunteers. Relate the concepts of responsibility for the common good and volunteering. Choose and carry out 4 things to do to help at home.
	Everyday Heroes	<ul style="list-style-type: none"> Define everyday hero. Identify the role of fire fighter, police officer, and emergency workers.
	The Perfect Pet	<ul style="list-style-type: none"> Identify and illustrate the economic wants of pets and their owners.
6	What Makes Me Mad?	<ul style="list-style-type: none"> Identify what makes you mad. Express anger in a healthy way.

Kindergarten Social Studies A Syllabus

Module	Lesson Title	Objectives
	That's Not Fair	<ul style="list-style-type: none">• Describe scarcity as it relates to limited numbers of goods used in classroom activities.• Identify choices and the costs of choosing one item over another.• Describe the difficulty in distributing goods or services to satisfy all wants.
	How Do You Resolve Conflict?	<ul style="list-style-type: none">• Identify conflict in the classroom.• Demonstrate an understanding of conflict and cooperation.• Identify how students can work together.
	What Is the Boss?	<ul style="list-style-type: none">• Identify and describe who the leaders of your home and school are.• Identify and describe who the leaders of your home and school are.• Identify the forms of government and rules that go with that government.• Identify the current leader in each form of government.

Kindergarten Social Studies B Syllabus

Course Description:

The Kindergarten Social Studies curriculum is meant to get students thinking about themselves and how they relate to those around them. They will learn to identify their own characteristics as well as relating their emotions. They will also learn about some key figures in history, learn about maps, the globe, and the calendar.

Materials:

- Yarn up to 5 feet long
- 1 letter-sized envelope
- Sky blue and green construction paper
- Crayons
- Markers
- Scissors
- Some yarn
- A hole punch
- Styrofoam or paper cup
- A lump of play dough or other clay
- Glue stick
- A shoebox or other box for a chest
- Decorations for the box
- Paper to write stories
- Photos of keepsakes and memories
- "The Relatives Came" by Cynthia Rylant
- 12 large pieces of paper (legal size is best)
- Ruler
- Hole puncher
- 3 pieces of yarn or ribbon
- Your Calendar
- Piece of fruit to eat tomorrow
- "Unlovable", by Dan Yaccarino
- "Crazy Hair Day", by Barney Saltzberg
- "The Zax", By Dr. Seuss (optional)

Module	Lesson Title	Objectives
7	Relative Location	<ul style="list-style-type: none"> • Draw a directional map symbol. • Determine the four directions: North, South, East and West. • Determine relative location such as near, close, far, next to, away from, above, below, top and bottom.
	Make a Room Map	<ul style="list-style-type: none"> • Create a map of a bedroom. • Accurately depict the placement of furniture and objects in the room. • Create a 3D diorama of the bedroom.
	Map of Home and School	<ul style="list-style-type: none"> • Read a map key. • Create a map of home.

Kindergarten Social Studies B Syllabus

Module	Lesson Title	Objectives
		<ul style="list-style-type: none"> Become familiar with a map of school.
	My Neighborhood	<ul style="list-style-type: none"> Create a map of the neighborhood. Provide accurate directions from home to a neighbor's home
8	My States	<ul style="list-style-type: none"> Draw a simple outline of their home state. Indicate their home town within the state
	The U.S. Map	<ul style="list-style-type: none"> Draw a simple map of the United States. Locate their home state on the US map.
	A World Globe	<ul style="list-style-type: none"> Discuss the differences in climate in various parts of the world compared to their own. Compare the amount of land and water on different parts of the globe. Compare hot and cold climates on different parts of the globe. Locate on a globe where they live.
	Impact of Location	<ul style="list-style-type: none"> Describe how location, climate and physical surroundings affect the way people live, including clothing and shelter.
9	U.S. Symbols	<ul style="list-style-type: none"> Identify National symbols such as the bald eagle and the Statue of Liberty. Identify the United States flag and describe its history.
	Family Traditions	<ul style="list-style-type: none"> Recognize traditions within the family. Create and read a family schedule.
	School Rituals and Symbols	<ul style="list-style-type: none"> Create and read a daily schedule. Recite the pledge of allegiance.
10	American Holidays	<ul style="list-style-type: none"> Describe U.S. holidays and where they came from.
	American Traditions	<ul style="list-style-type: none"> Describe the American flag and its history and tradition. Sing along with the National Anthem.

Kindergarten Social Studies B Syllabus

Module	Lesson Title	Objectives
	World Celebrations	<ul style="list-style-type: none"> Describe the traditions behind the US National holidays. Identify various holidays around the world. Explain how these holidays are celebrated.
11	Currency	Identify currency and name their values. <ul style="list-style-type: none"> Explain how currency is used.
	Wants and Needs	<ul style="list-style-type: none"> Identify goods and services. Identify consumers and producers.
	Buying Locally	<ul style="list-style-type: none"> Identify local goods. Identify local businesses.
12	Advertising	<ul style="list-style-type: none"> Identify advertisements. Create an advertisement to encourage purchasing a local good or service.
	Fact or Fiction	<ul style="list-style-type: none"> Define fact and opinion. Distinguish between fact and opinion in newspaper and magazine articles.
	Close to Home	<ul style="list-style-type: none"> Examine local documents, artifacts and places. Examine state documents, artifacts and places.

1st Grade Social Studies A Syllabus

M.L.	Lesson Topic	Standards
1.1	Introduction	
1.2	Cardinal Directions	The learner will: • Describe the purpose of a compass rose. • Identify cardinal directions. • Locate Pennsylvania on a map of the United States in relation to its surrounding states . • Know there are seven continents and four oceans . • Know their continent, country, state, town, and address . • Identify and interpret the features of a map
2.1	Make a Room Map	
2.2	Make a Map of Your House	
3.1	Make a Neighborhood Map	
3.2	Examine State Map	
4.1	Examine U.S. Map	The learner will: • Identify a map and globe and describe purpose . • Identify and interpret the key for map/ globe . • Compare and contrast a map and a globe. • Know that landforms and bodies of water are represented differently on geographic tools . • Use geographic terms to describe and find places . The learner will: • Describe the purpose of a compass rose. • Identify cardinal directions. • Locate Pennsylvania on a map of the United States in relation to its surrounding states . • Know there are seven continents and four oceans . • Know their continent, country, state, town, and address . • Identify and interpret the features of a map .
4.2	Examine a World Globe	The learner will: • Identify a map and globe and describe purpose . • Identify and interpret the key for map/ globe . • Compare and contrast a map and a globe. • Know that landforms and bodies of water are represented differently on geographic tools . • Use geographic terms to describe and find places .
5.1	Impact of Location	The learner will: • Explain why various areas of the community are located where they are . • Describe how weather effects the local community .
5.2	Manmade Vs. Natural	The learner will: • Differentiate between natural and manmade physical characteristics . (e .g ., natural—forests, mountains, rivers, oceans; man-made—buildings, roads, bridges) • Sort pictures by man-made and natural origin .
6.1	Climate and Weather	7.3 1.A Identify the local climate and how it determines the way people live. The learner will: • Identify activities that occur during each season . Identify what is given up/gained during a season . (e .g ., no swimming in winter but sledding) Compare and contrast types of activities occurring in different seasons . • Explain why certain activities can only take place during a certain season . • Explain how the climate/weather in the community impacts their interactions with others .
6.2	Lakes, Rivers, and Streams	The learner will: • Identify ways that people use lakes, rivers, and streams . • Identify ways that lakes, rivers, and streams affect how people live . • Identify various areas in the community as places where people live, work, and play because of the physical features . • Draw a picture of a positive and negative effect of rivers, lakes, and streams
7.1	Personal Responsibility	• Refer to written, posted rules as part of community interactions . • Contribute to making the classroom rules . The learner will: • Contribute to a positive learning environment through action . • Demonstrate ability to keep own belongings in order . • Complete jobs and responsibilities in the classroom with independence . • Respect others' personal belongings. • Identify classroom and community responsibilities .
7.2	Consequences and Responsibility	The learner will: • Contribute to creating classroom rules and consequences . • Demonstrate respect for the rules. (e.g., positive behavior)
8.1	Characteristics of Truthfulness	The learner will: • Consistently demonstrate actions within the rules of the classroom and school community in creating a positive learning environment . • Identify behaviors that are considered to demonstrate responsibility . (e .g ., respect peers, contribute to the good of the whole, sets goals and achieves them)
8.2	Helping and Respecting Others	The learner will: • Demonstrate knowledge of the rules in all areas of the classroom and school community . • Accept consequences for non-adherence to the posted rules .
9.1	Compassion for Others	The learner will: • Identify similarities between self and others . • Engage in positive interactions with peers . • Brainstorm ways to treat everyone equally .
9.2	My Family	5.2 1.A Identify and explain the importance of responsibilities at school and at home. The learner will: • Demonstrate appropriate actions that support classroom responsibility . • Demonstrate appropriate actions for learning .

1st Grade Social Studies A Syllabus

M.L.	Lesson Topic	Standards
10.1	Understanding Diversity	The learner will: • Identify similarities between self and others . • Engage in positive interactions with peers . • Brainstorm ways to treat everyone equally .
10.2	Community Review	
11.1	Conflict and Problems	The learner will: • Identify appropriate behavior. (e.g., in and outside of classroom) • Identify consequences for inappropriate behavior . • Demonstrate the knowledge of how classroom rules and expectations contribute to a positive learning environment . • Describe the acceptable behavior of a member of the classroom in structured and unstructured situations . The learner will: • Identify potential problems or conflicts in everyday events . • Explain how different reactions can affect conflict outcomes . • Practice avoiding conflict throughout the day . The learner will: • Identify what conflict in the classroom looks like . (e .g ., not working with peers) • Brainstorm potential classroom conflicts. The learner will: • Practice identifying a problem or dilemma within the school day . (e .g ., not enough chocolate milk at lunch) • Discuss the problem or dilemma. • Identify how we know there is a dilemma or problem during an event .
11.2	Cooperation and Compromise	The learner will: • Engage with other classrooms to complete a project . • Work cooperatively with other children to achieve a common goal . • Understand individual role in classroom collaboration . (e .g ., part of a team) • Brainstorm ways that classrooms can collaborate . The learner will: • Practice making compromises with adult support . • Participate in classroom experiences that involve compromise . • Role-play reaching compromise with peers . • Participate in group decision-making and consensus building . • Work cooperatively with other children to achieve an outcome . • Demonstrate acceptance of final consensus. Identify what cooperation in the classroom looks like . (e .g ., talking with each other, working together, accomplishing a task)
12.1	Leadership and Authority	The learner will: • Demonstrate actions which assist others when needed . • Interact positively with peers. • Demonstrate acceptance of others' leadership roles . • Brainstorm activities that involve leadership and service . (e .g ., classroom, school, community) The learner will: • Participate in classroom responsibilities. • Demonstrate leadership skills in the classroom . (e .g ., help a peer)
12.2	Community Helpers	The learner will: • Identify and discuss the role of a firefighter . • Identify and discuss the role of a police officer . • Identify and discuss the role of other government workers . (e .g ., librarian, EMT) The learner will: • Identify safety services in local community . (e .g ., police, fire station, garbage collection) • Identify health services in local community . (e .g ., hospitals, doctor's office) The learner will: • Identify work performed by community helpers . (e .g ., police officers fight crime, firefighters put out fires) • Role-play work performed by community helpers . The learner will: • Identify groups of people who contribute to the interactions of daily life in the community . (e .g ., Rotary, Kiwanis) • Participate in discussions on how these groups affect the community . (e .g ., service, volunteer) • Identify groups or individuals that support a community over time .
13.1	Voting and Democracy	The learner will: • Participate in discussions on elected officials . (e .g ., how they get elected, roles, responsibilities to the people) • Participate in a voting activity. • Participate in compiling voting results. The learner will: • Understand a vote as a choice that is counted . • Understand voting as a right. • Participate in classroom voting experiences . • Participate in compiling voting results.
13.2	Government and Taxes	The learner will: • Participate in discussions on taxation. • Identify services provided by local government and if the services are paid or volunteer services . • Explain taxes pay for the services provided .
14.1	US Symbols, Landmarks, and More	The learner will: • Identify monuments/artifacts/ landmarks associated with the group, individual, or event being celebrated/ honored in the classroom and the school community . • Understand the United States has patriotic symbols and traditions . • Brainstorm why landmarks are important . • Participate in discussions on American landmarks and their significance
14.2	State Symbols, Landmarks, and More	The learner will: • Research and identify the state motto. • Research and identify symbols and slogans that are common in Pennsylvania . (e .g ., local, regional) The learner will: • Identify what it means to be a landmark. • Brainstorm why landmarks around the world are important . • Research and identify world landmarks.
15.1	Holidays, Traditions, and Celebrations	The learner will: • Discuss how the local community celebrates . (e .g ., fairs, fireworks) • Compare family customs and traditions. • Depict and present own family culture. (e .g ., drawing, photographs, writing) • Celebrate events or successes in a variety of ways . The learner will: • Identify reasons to celebrate. (e.g., birthday, good grades) • Share how own family celebrates certain events . • Compare and contrast own celebrations to those of peers . • Celebrate events or successes in a variety of ways .

1st Grade Social Studies A Syllabus

M.L.	Lesson Topic	Standards
15.2	World Cultures	The learner will: • Research and identify holidays and ceremonies for a particular culture . • Compare and contrast holidays and ceremonies for two cultures .
16.1	News	The learner will: • Describe what constitutes news. (e.g., current information) • Identify different types of news. (e.g., weather, sports) • Identify how news is heard. (e.g., television, radio, computer) The learner will: • Receive information through a variety of means . (e .g ., spoken, electronic, paper) • State how news is shared. (e.g., television, radio, spoken)
16.2	Technology	
17.1	Looking up History	The learner will: • Identify where to find information about the past . (e .g ., book, computer) • Use books, computers, and other sources to get information about a topic .
17.2	Distinguish Past, Present and Future	The learner will: • Use correct phrases related to time. (e.g.,now, yesterday, tomorrow) Sequence a series of events either from personal experience or from literature . • Participate in daily calendar activities and discuss past, present, and future events . • Develop a timeline of own life (e.g., photographs, drawings, brief descriptions)• Compare children today to those in the past . (e .g . Pilgrim)
18.1	Change over Time	The learner will: • Identify things that change. (e.g., seasons, time) • Research and identify change. (e.g., local, state) • Examine families of the past and compare to families today . • Give examples of change over time.
18.2	Historical America	The learner will: • Participate in discussions on the historical past of the community . (e .g ., industry no longer present) • Brainstorm how the historical past affects the community now . (e .g ., community is smaller)

1st Grade Social Studies B Syllabus

M.L.	Lesson Topic	Standards
19.1	Calendar Time	
19.2	Historical Americans	The learner will: • Participate in discussions on historical Americans . • Research and identify historical Americans.
20.1	Christopher Columbus	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
20.2	Sea Travels of Christopher Columbus	
21.1	Young Abraham Lincoln	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
21.2	Abraham Lincoln	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
22.1	Pocahontas: an American Heroine	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
22.2	George Washington	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
23.1	Clara Barton	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
23.2	Johnny Appleseed	The learner will: • Identify images, pictures, songs, poems, or items that are symbols of America . (e .g ., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving
24.1	Community	
24.2	Folklore	
25.1	Native Americans	
25.2	Economics: Native American Systems	
26.1	Economics: Bartering	The learner will: • Participate in discussions on economic systems . • Participate in discussions on the benefits of an economic system . • Identify quantities of goods vary depending on demand and consumption .
26.2	Goods and Services	The learner will: • Identify and define goods. (e.g., classroom or at home) • Identify and define consumers. (e.g., person who purchases goods and services for personal use) • Describe self as a consumer, and identify what goods they consume . The learner will: • Describe goods and services consumed. (e .g ., self or family) • Identify a local business and the good or service they provide .
27.1	Goods and Services Review	The learner will: • Identify and define goods. (e.g., classroom or at home) • Identify and define consumers. (e.g., person who purchases goods and services for personal use) • Describe self as a consumer, and identify what goods they consume . The learner will: • Describe goods and services consumed. (e .g ., self or family) • Identify a local business and the good or service they provide .
27.2	Community Service Providers	The learner will: • Identify different jobs found locally (e.g. grocery store, gas station, hospital) • Identify the goods or services produced in the jobs found locally • Participate in discussions on the roles each of these jobs play in contributing to the community • Identify interest in a local job.
28.1	Role of Work in a Community	
28.2	Goods in the Home	

1st Grade Social Studies B Syllabus

M.L.	Lesson Topic	Standards
29.1	How the Marketplace Works	The learner will: • Identify how money is saved at home. • Provide ideas for ways they can earn a wage by producing a good or service . • Practice saving. (e.g., token system within the classroom) • Describe factors that influence whether or not people save money and how much The learner will: • Participate in buying and selling. (e.g., token system, trade) • Identify characteristics of buying. • Identify characteristics of selling
29.2	Making Choices	
30.1	Wants Vs. Needs	The learner will: • Distinguish between wants and needs in a classroom setting . • Discuss classroom wants and needs. • List classroom wants and needs for a specific learning activity . • Identify how classroom wants might differ . (e .g ., grade, teacher, time of year) The learner will: • Make a choice to meet a need. (e.g., sharpen pencil, use restroom) • Identify choices people make based on need . • Describe how people make choices with the money they earn . (e .g ., save, spend, or share) • Identify what is given up when making a choice . The learner will: • Participate in discussions on how student and teacher preferences influence classroom choice . (e .g ., type of food students like influences snack, teacher liking a certain author influences what books are read) • Make a choice or cast a vote based on preferences .
30.2	Scarcity	The learner will: • Understand that wants cannot be met all the time . • Identify resources that are scarce within the family . (e .g ., time, money, supplies) • Participate in discussions on how limited resources influence a family choice . (e .g ., not having enough money to buy something)
31.1	Advertising	The learner will: • Define an advertisement. • State that advertisements encourage us to purchase goods or services . • Recognize advertisements. (e.g., magazines, TV, in the environment)
31.2	Supply and Demand	The learner will: • Research and discuss new businesses within the local community . • Brainstorm effects of the new business on the community . (e .g ., job creation, availability of goods or services)
32.1	Products	The learner will: • Participate in discussions about products that are made in the United States . • Participate in discussions of products that are made in other countries . • Brainstorm why products made in other countries are found in the United States . The learner will: • Make connections between the needs and wants of buyers and the choices producers make in meeting those needs . • Identify a want or need people have and brainstorm a new invention or service to help meet the need .
32.2	Work and Pay	The learner will: • Describe how people in the community perform specialized services . (e .g ., work done by postal workers is different from bankers) • Compare stores that specialize in selling certain goods . (e .g ., video game store versus department store) The learner will: Make connections between earning and spending money. List reasons people work. Understand that money cannot be spent until it is earned. Describe ways individuals use money that is earned (e.g., buy wants, needs). Brainstorm who earns money. Identify people who are paid wages over time for producing goods and services.
33.1	Money	The learner will: • Identify some coins and paper currency as forms of money . • Discuss how money is exchanged to pay for goods . • Use pretend money or tokens to purchase items . The learner will: • Explain the connection between earning, saving, and spending money . • Identify something purchased through saving money . (e .g ., game, toy)
33.2	Tools to Create	The learner will: • Identify items/tools/materials needed to complete a given task . • Identify strengths when completing a task . • Identify items needed to complete a given task . • Identify character traits that make people likely to be able to complete certain tasks .
34.1	Technology	(A) describe how technology changes the ways families live; (B) describe how technology changes communication, transportation, and recreation; and (C) describe how technology changes the way people work.

1st Grade Social Studies B Syllabus

M.L.	Lesson Topic	Standards
34.2	Critical Thinking with Sources	(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music; (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and (C) sequence and categorize information.
35.1	Problem Solving and Decision Making	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.
35.2	Oral Presentation of SS Learning	(A) express ideas orally based on knowledge and experiences; and
36.1	Written Presentation of SS Learning	(B) create and interpret visual and written material.
36.2	Visual Presentation of SS Learning	

Social Studies 2 A Syllabus

Course Description:

In second grade, students in this course will begin to explore the basic fundamentals of social studies including culture, geography, and economics. Students will explore the Ancient Cultures of China, Africa, and the Celts. Students will explore these cultures through ancient folk tales and fables. Learners will create a photo book that describes the significant events in their own life. They will also examine the importance of geography and direction. Students will learn how to locate boundaries while using a world map. Students will identify the places that were discussed in the previous lessons including Africa, China, and the British Isles. They will develop a rudimentary understanding of map symbols as they locate continents, the equator, and oceans. Students will also learn to identify on a road map where they live, rivers, mountain ranges and lakes nearby their homes. Learners will follow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

Materials needed:

- Colored pencils or crayons
- Globe (which can be viewed in a library)
- 1-2 rolls of plaster of Paris
- Vaseline
- Kleenex
- Old clothes
- Plastic cup or bowl
- Craft scissors
- Hot glue gun
- Paint
- Feathers
- Flowers
- Jewels

Module	Lesson Title	Objectives
1	Ancient Chinese Folklore	<ul style="list-style-type: none"> • Explore historical China. • Read about Chinese festivals.
	Ancient Chinese Culture	<ul style="list-style-type: none"> • Explore ancient Chinese cultures • Read Chinese folk tales • Draw a pictorial representation from a Chinese folk tale • Explain in writing a theme expressed in a Chinese folk tale.

Social Studies 2 A Syllabus

Module	Lesson Title	Objectives
	Ancient Mali Culture in Africa	<ul style="list-style-type: none"> • Study and hear tales of the Ancient Mali Empire in Africa. • Draw a pictorial representation of the African stories.
2	African Culture Through Fables	<ul style="list-style-type: none"> • Discover more about the African civilization through fables. • Draw a pictorial representation of themes in the tale of Anansi and The Firefly. • Develop a personal historical family story.
	Your Family History	<ul style="list-style-type: none"> • Review African culture • Interpret fables • Complete family history story.
	Ancient Celtic Culture	<ul style="list-style-type: none"> • Explore the ancient Celts through stories and legends.
3	Ancient Celtic Traditions	<ul style="list-style-type: none"> • Continue the exploration of Celtic traditions. • Learn the story of Saint Bridget.
	Celtic Folktales	<ul style="list-style-type: none"> • Interpret the Celtic folk tale "Fair Exchange." • Make paper in the Celtic tradition.
	Family Traditions	<ul style="list-style-type: none"> • Categorize family customs, traditions and way of life. • Assemble examples of customs, traditions and way of life in Family History Book.
4	What is Geography?	<ul style="list-style-type: none"> • Identify the four directions on a compass rose. • Model the use of the compass rose. • Interpret the symbols on a map.
	Using Maps to Find Direction	<ul style="list-style-type: none"> • Locate countries on a world map. • Find boundaries between countries.

Social Studies 2 A Syllabus

Module	Lesson Title	Objectives
	The Geography of Africa	<ul style="list-style-type: none"> • Locate Africa on the world map. • Construct a map of Africa. • Explain how people are affected by the regions that they live
5	Environmental Regions	<ul style="list-style-type: none"> • Develop a more rudimentary understanding of map symbols. • Describe how people in different regions adapt to their environments.
	Locating Oceans and Continents	<ul style="list-style-type: none"> • Locate the equator, the seven continents and the five oceans on maps and globes. • Further develop and refine map skills.
	The Geography of the British Isles	<ul style="list-style-type: none"> • Locate the British Isles on a world map.
6	The Movement of the Celtic People	<ul style="list-style-type: none"> • Trace the travels of St. Columcille on a map. • Describe the experiences of St. Columcille on the travels.
	Community Geography	<ul style="list-style-type: none"> • Locate where you live on the world map or globe. • Locate rivers, mountain ranges, and lakes nearby.
	Geography and Your Family Tree	<ul style="list-style-type: none"> • Explore the different ways various ancestors lived. • Describe family origins.

Course Description:

The second semester begins by introducing learners to economics and the role that money plays in every civilization. They will take a closer look at the economy of the Celtic people. Students learn the difference between natural, human, and capital resources. Learners will begin to understand the exchange of money for goods and services. They will gain a basic understanding of what scarcity is and why it is good that we do not always get everything that we want. Students will understand these concepts by drawing upon their understanding of the desires/wishes in their own lives. Students will also learn about desirable human qualities through the use of fables such as “The Boy Who Cried Wolf.” Learners will look at individuals who have made a difference in the greater community. Students will learn about Rosa Parks and Susan B. Anthony through short stories. The end of the course asks learners to examine the diversity of the community they live in. They will be asked to recognize the different types of people around them. Students should gain an appreciation for the differences around them and how having respect for others and being honest will contribute to society as a whole. Learners will follow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

Materials needed: Colored pencils or crayons, Globe

Module	Lesson Title	Objectives
1	Economics: Celtic Resources	<ul style="list-style-type: none"> Lesson to study the economy of the Celts.
	Economics: Human Resources	<ul style="list-style-type: none"> Identify and define human resources. Distinguish "human" resources from "natural" resources.
	Economics: Capital Resources	<ul style="list-style-type: none"> Learn about capital resources. Differentiate between natural, human and capital resources.
2	Economics: Human, Capital and Natural Resources	<ul style="list-style-type: none"> Combine the terms of capital, human, and natural resources.

Social Studies 2 B Syllabus

Module	Lesson Title	Objectives
	Economics: Bartering to Exchange	<ul style="list-style-type: none"> • Explain the art of bartering as a means of economic exchange. • Apply the art of bartering as a means of economic exchange.
	Economics: The Role of Money	<ul style="list-style-type: none"> • Compare money exchange and bartering. • Engage in money exchange.
3	Economics: Money for Goods and Services	<ul style="list-style-type: none"> • Exchange of money for goods and services.
	Economics: Limited Resources	<ul style="list-style-type: none"> • Explore the idea of scarcity or limited resources.
	Economics: How the Economy Works	<ul style="list-style-type: none"> • Apply the concept of scarcity to the child's own life.
4	Fables and Culture	<ul style="list-style-type: none"> • Introduce desirable human qualities through the use of fables.
	Aesop's Fables	<ul style="list-style-type: none"> • Read an adaptation from the Aesop's fable "The Fox and the Stork." • Illustrate the moral lesson of the fable read.
	Aesop's Fables II	<ul style="list-style-type: none"> • Read "Mercury and the Woodsman". • Illustrate the lesson learned from the fable read.
5	Folklore and Telling the Truth	<ul style="list-style-type: none"> • Explore the importance of truth-telling over "tall tall tales". • Read an adaptation of Aesop's fable, "The Boy Who Cried Wolf".

Social Studies 2 B Syllabus

Module	Lesson Title	Objectives
	Folklore and Making Choices	<ul style="list-style-type: none"> • Read an adaptation from Aesop's fables, entitled "The Frogs Asking for a King". • Discuss how we choose our leaders.
	Laws and Community Activism	<ul style="list-style-type: none"> • Recognize instances of social injustice. • Identify individuals who have made a difference in the greater community.
6	Laws and Voting Rights	<ul style="list-style-type: none"> • Study the history of women's rights in the United States. • Recognize instances of social injustice. • Identify Susan B. Anthony and her contribution to human rights.
	Contributing to Community	<ul style="list-style-type: none"> • Study various ways people in your community are contributing.
	Communities Around the World	<ul style="list-style-type: none"> • Learn about the diverse nature of the community.

Social Studies 3 A Syllabus

Course Description:

In third grade, social studies students will begin to explore the basic fundamentals of social studies including geography, civics, and economics. Learners will begin by looking at the beginning of civilization and examining the ancient Hebrew civilization, the Phoenicians, and the Kush tribe of ancient Africa. They will then move on to examining the Native American tribes of the Cherokee, Sioux, and Hopi. Students will also look at the first explorers of the Americas and learn about the beginning of the United States. In the first semester students will learn important geographical factors in the ancient civilizations, Native American tribes and in the developing United States. Students will increase their skills by creating maps and looking at the landscapes. They will take a close look at their own personal heritage by mapping their ancestry. Learners will follow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

Materials needed:

- Colored pencils or crayons
- Large paper bag
- Scissors
- Tempura paint in various colors
- Clay
- Small paper plate(s)
- Yarn
- Hole puncher
- Watercolor paper
- Watercolor paints (Red, Blue, and Yellow)
- Watercolor brush
- Small clean sponge
- Globe

Module	Lesson Title	Objectives
1	Ancient Hebrew Culture 1	<ul style="list-style-type: none"> • Draw a pictorial representation of an ancient Hebrew story. • Rewrite a summarized version of an ancient Hebrew story. • Recognize the Hebrew alphabet.
	Ancient Hebrew Culture 2	<ul style="list-style-type: none"> • Learn about Ancient Hebrew Culture. • Read the story of Joseph and the Many Colored Coat. • Draw a pictorial representation of the story. • Write a short piece that relates the theme of the story. • Create art projects in the development of a Hebrew Sukkah.

Social Studies 3 A Syllabus

Module	Lesson Title	Objectives
	Ancient Hebrew Culture 3	<ul style="list-style-type: none"> • Read a story about the daily life of a child from an Ancient Hebrew culture. • Draw a thematic pictorial representation of the story. • Practice using the Hebrew alphabet. • Complete building a Sukkah if opted to do this.
2	Ancient Phoenician Culture	<ul style="list-style-type: none"> • Read a story about the daily life of a child from an Ancient Hebrew culture. • Draw a thematic pictorial representation of the story. • Practice using the Hebrew alphabet. • Complete building a Sukkah if opted to do this.
	Kush: Ancient African Culture	<ul style="list-style-type: none"> • Read about a child living in the second capital city of Napata. • Draw a pictorial representation of the story and write a short summary. • Practice writing in the Ancient Kush meriotic script.
	Native Americans: The Cherokee	<ul style="list-style-type: none"> • Read a story from the Cherokee Tribe and learn of its origin. • Make a corn husk doll similar to those that early native American children would play with. • Draw a pictorial representation of the Cherokee story they read. • Write a short summary of the story they read.
3	Native Americans: The Sioux	<ul style="list-style-type: none"> • Read and compare a Sioux legend to previous stories. • Draw a pictorial representation of the theme of the story. • Write a simple summary of the story. • Create a dreamcatcher.
	Native Americans: The Hopi	<ul style="list-style-type: none"> • Explore the Hopi culture through story. • Read and compare a Hopi creation story to other creation stories read. • Interpret the theme of the story in a drawing. • Summarize the story in a short writing piece. • Produce a watercolor painting of "creation."

Social Studies 3 A Syllabus

Module	Lesson Title	Objectives
	North American Exploration and Settlement	<ul style="list-style-type: none"> • Read about the daily life of a child on the American frontier. • Draw a picture representing the theme of the story. • Summarize in writing the story. • Design a scrapbook about their own "folk" ancestry.
4	Finding Locations on Maps	<ul style="list-style-type: none"> • Review the map skills covered in previous years. • Identify various directional cues and legends on world maps and globes. • Draw a compass rose and define in writing the terms associated with geography.
	The Land of the Ancient Hebrews	<ul style="list-style-type: none"> • This week your child will create a map of the land of the Ancient Hebrews from the story they heard in the previous block. • Your child will create a line that indicates the path Joseph took from Canaan to Egypt.
	Mapping Ancient Phoenicia	<ul style="list-style-type: none"> • Trace on a map the travels of Elissa, Queen of Carthage. • Develop a legend for a map.
5	Mapping Ancient Africa	<ul style="list-style-type: none"> • Create a map of the Ancient African Kush civilization. • Indicate the travels of a child from the capitol city of Napata to Pharaoh's Egypt on the Nile River.
	The United States Landscape	<ul style="list-style-type: none"> • Explore the landscape of the United States. • Compare Native American tribes; Cherokee, Sioux and Hopi. • Create an outline map of the United States to identify tribal areas.
	Native Americans: Mapping Their Land	<ul style="list-style-type: none"> • Identify the locations of the Cherokee, Sioux and Hopi Native American tribes on their map of the United States. • Build an artistic representation of a means of housing of one of the three tribes. • Describe in writing how the tribe adapted to and/or changed their environment to meet their needs.
6	Life on the U.S. Frontier	<ul style="list-style-type: none"> • Illustrate the trail of a frontier family moving from Northern Wisconsin to Kansas. • Map out a route for the family and plan a list of items they would need for their journey.

Social Studies 3 A Syllabus

Module	Lesson Title	Objectives
	Creating a World Map	<ul style="list-style-type: none">• Identify the seven continents and five oceans on a world map and globe.• Create your own world map correctly indicating the seven continents and five oceans.
	Heritage Mapping	<ul style="list-style-type: none">• Map your family heritage.• Draw outlines of your ancestors' countries.

Social Studies 3 B Syllabus

Course Description:

The second semester begins with introducing learners to economics and the role that money plays in every civilization. Students learn the difference between natural, human, and capital resources. They also examine the production of goods, trade, specialization, and interdependence, and come to understand the importance that each individual plays in a society's economy. Learners are introduced to Civics by discussing the governmental structure of the Ancient Hebrews and Phoenicians. The purpose and importance of laws and how they are enacted as well as the establishment of government are shown through stories of the Ancient Phoenicians and Native Americans. The course ends by discussing the purpose and nature of government as it relates to the United States.

Materials needed:

- Colored pencils or crayons
- Sculpey clay (Yellow, Tan, Orange, Brown and White)
- Cardboard
- Scissors
- Paints
- Paintbrush
- String
- Foam craft material sheets in various colors
- Glue

Module	Lesson Title	Objectives
1	Economics: Natural, Human and Capital Resources	<ul style="list-style-type: none"> • This week begins our economics block in the third grade social studies. In the next nine weeks your child will explore how natural, human, and capital resources combine to create the goods and services that allow a community to thrive. • Your child will be introduced to ideas of specialization and interdependence and their role in the production of goods and services, and finally we will consider examples of making economic choice and the sacrifices involved. • All these concepts will be explored through the use of story involving the cultures your child has visited in earlier lessons. • We will begin this week with a return to Ancient Israel. Your child will hear a story that takes place in an ancient Israeli marketplace. • Your child will identify and differentiate between natural, capital, and human resources within the story.

Social Studies 3 B Syllabus

Module	Lesson Title	Objectives
		<ul style="list-style-type: none"> Your child will complete illustrations and writings in their Main Lesson Book that reflect their learning.
	Economics: Natural, Human and Capital Resources II	<ul style="list-style-type: none"> This week we will return to Phoenicia and the Canaanites to further explore the idea of natural, human, and capital resources. We will extend our study this week to include the goods and services that are produced by these different forms of resources, and hear a story that reflects the interdependent nature of them. Your child will enter various writings and illustrations in their Main Lesson Book that demonstrates their understanding of these concepts. In addition, they will complete an art project of a Canaanite cult mask!
	Economics: The Resources of Ancient Africa	<ul style="list-style-type: none"> This week we will return to the African Kush nation and examine some of the goods they produced and traded. Your child will hear a story and enter writings and illustrations in their Main Lesson Book that describes what they have learned.
2	Economics: Specialization	<ul style="list-style-type: none"> Explain the idea of economic specialization and how it aids a community. Categorize job specialization in a community as the roles serve the common good.
	Economics: Interdependence	<ul style="list-style-type: none"> Explain the nature of interdependence. Describe the concept of interdependence through writings and drawings in the Main Lesson Book.
	Economics Review: Specialization and Interdependence	<ul style="list-style-type: none"> Explore specialization and interdependence within the Hopi Tribes. Illustrate specialization and interdependence within the Hopi Tribes. Make a spool doll similar to the Hopi Kachina dolls.
3	Economics: The Role of Choice	<ul style="list-style-type: none"> Review the frontier and relate what happens when people have to make economic choices. Build a model of a frontier cabin.

Social Studies 3 B Syllabus

Module	Lesson Title	Objectives
	Creating a Frontier Town	<ul style="list-style-type: none"> Identify specialized jobs within developing frontier towns. Design your own frontier town.
	Economics: In the Community	<ul style="list-style-type: none"> This is the final week for our economics block of third grade social studies. Next week we will begin to look at Civics. We complete our studies this week by bringing the concepts we have explored, specialization, interdependence and economic choice, home. Your child will explore their own community this week and see these concepts at work. Your child will enter various writings and illustrations in their Main Lesson Book to reflect their learning.
4	The Need for Laws and Government	<ul style="list-style-type: none"> This week begins our final nine-week social studies block. In this block we will turn our focus to civics. Your child will study the development of laws and government as a means to protect the rights and property of the people. We return this week to Ancient Israel. Your child will hear a story of two children, one living the nomadic life and the other living within a settled city. Your child will learn about the development of laws in these two systems in Ancient Israel and the importance of governing for protection. Your child will enter an illustration along with a simple paragraph into their Main Lesson Book that reflects their learning.
	The Purpose of Laws and Government	<ul style="list-style-type: none"> This week we continue our look at the purpose of developing and carrying out laws. Your child will hear a story from Ancient Phoenicia. Your child will develop their own imaginary city, with themselves as ruler. Your child will establish a set of rules and decide who enforces them and how this will happen. Your child will write their ideas in their Main Lesson Book.

Social Studies 3 B Syllabus

Module	Lesson Title	Objectives
	Government Structure: The Kush of Ancient Africa	<ul style="list-style-type: none"> This week your child will hear about the government of the ancient Kush people of Africa. Your child will hear a story and consider how laws protect the people they serve.
5	Government Structure: The Cherokee	<ul style="list-style-type: none"> Compare Cherokee way of "law" to other forms of government. Explore other ways laws are upheld.
	Government Structure: The Hopi	<ul style="list-style-type: none"> Examine the Hopi form of law and government. Compare Hopi and Cherokee forms of law and government.
	The Purpose and Nature of Government	<ul style="list-style-type: none"> This week your child will look at the purpose and nature of government and how the United States decides who leads. Your child will discuss some of the reasons governments are formed, and enter a simple writing in their Main Lesson Book. In addition, your child will form a collage of characteristics a leader should have.
6	The Origin of the American Government	<ul style="list-style-type: none"> This week your child will hear a short story about the signing of the Declaration of Independence and the birth of the United States Government. Your child will enter an illustration and a paragraph into their Main Lesson Book reflecting what they have learned.
	Republican Principles of Government	<ul style="list-style-type: none"> This week your child will learn about the importance of the principles that form the republican form of government, that of the United States. Your child will describe the meaning of the individual's rights to life, liberty, and the pursuit of happiness as well as equality under the law. Your child will enter a paragraph in their Main Lesson Book along with pictures of the basic symbols of America: the American flag, the Great Seal, and the Liberty Bell.
	Your Local Government	<ul style="list-style-type: none"> In this final week, your child will explore their local government. Your child will travel to town hall or a comparable office and observe who leads their local government. Your child will do some research on a local representative and find the names of the people in office who represent them and their families.

Social Studies 3 B Syllabus

Module	Lesson Title	Objectives
		<ul style="list-style-type: none"><li data-bbox="835 331 1680 358">• Your child will complete a simple writing in their Main Lesson Book.

4TH GRADE SOCIAL STUDIES

Course Description

Semester A

In grade 4 Social Studies learners will use their understanding of social studies skills to explore their local states and communities. They will begin the course by learning the topography of their particular area. Students will do this by creating a detailed landscape model. This project will be hands-on and require students to do research of their communities. Learners will also research local animals and gain an understanding of local Native American ground in their part of the country. This course walks students through the research and report writing steps that will be vital to their continuation of social studies. They will continue to focus on their individual states as they do projects based on local geography, state capitols, as well as nearby natural wonders and landforms. The semester concludes with an introduction to Colonial history. The course uses video, enrichment activities, and project-based learning to enhance the student's social studies skills.

Semester B

Semester B of grade 4 Social Studies picks up where semester A left off by looking further into frontier life of the early American settlers. Students examine the difficulties that early settlers faced when reaching America. They apply knowledge of historical thinking, chronology, turning points, individuals, and themes of local and United States history in order to understand how history has shaped the present and will shape the future. They will continue the focus of local history by doing research projects on settlers from their particular states and on how their state became a part of the Union. The transition from the pony express to the transcontinental railroad is a major theme that shows how quickly the United States developed. Students end by creating a time capsule that demonstrates what was important to early settlers from their particular states.

Course Requirements

Grade Level

4th Grade

***Materials**

Basic School Supplies

Fourth Grade Materials Kit

**Materials listed should be acquired by the student prior to beginning work in the course.*

4TH GRADE SOCIAL STUDIES***Duration***

2 Semesters

Prerequisites

None

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Semester A**Major Concepts:**

- Topography
- Geography
- Native Americans
- Research Skills
- State history/geography
- Colonial History

Semester B**Major Concepts**

- Frontier life
- Early settlers from particular areas
- Research skills
- Culture of Colonial settlers
- Native Americans and Colonial settlers
- The California Gold Rush
- The evolution of transportation
- The road to statehood

Social Studies 5 A Syllabus

Course Description:

Grade 5 Social Studies combines the study of United States History through the Civil War with a geographical exploration of the United States and what it has to offer. Students will use their understanding of social studies skills and concepts as they study the development of the United States. The first semester begins with early settlements of North America and allows learners to take an in-depth look into what life was like for colonists and Native Americans. Students will come to understand the causes of the Revolutionary War and the people that played a significant role in it. The semester ends with students examining the new nation and what life was like for European immigrants and those on the frontier. Students will learn through the use of video, journaling, and varied types of creative instruction.

Material Needed:

- Cheesecloth
- 1/4 yard of soft fabric, such as lightweight flannel
- Rose petals
- Dried mint leaves
- Dried sweet basil
- Ground cloves
- Needle and thread
- Optional other fragrant herbs, such as lavender or sage
- Optional large juice or soup can
- Optional hammer
- Optional big nail and small nail
- Optional wire coat hanger

Module	Lesson Title	Objectives
1	Early Peoples and Northwest Indians	<ul style="list-style-type: none"> • Learn about the early settlers of the North American continent. • Identify the Bering Strait to know how these settlers got here.
	Woodland Indians	<ul style="list-style-type: none"> • Talk about the early populations of these nations.
	Southwest Indians	<ul style="list-style-type: none"> • Talk about the early populations of these nations.
	Plains Indians	<ul style="list-style-type: none"> • Talk about the early populations of these nations.

Social Studies 5 A Syllabus

	New Inhabitants and The Age of Exploration	<ul style="list-style-type: none"> Learn about later explorations that took place.
	Opening the World	<ul style="list-style-type: none"> Learn about the early peoples.
	Prince Henry	<ul style="list-style-type: none"> Learn about the early peoples.
	Later Explorations	<ul style="list-style-type: none"> Learn about superstitions that these people had. Learn about the first voyage of Christopher Columbus to the Americas.
	Colonizing the New World	<ul style="list-style-type: none"> Learn about the colonization of the New World.
	The Iroquois Confederacy	<ul style="list-style-type: none"> Learn about the colonization of the New World.
	Iroquois Life	<ul style="list-style-type: none"> Learn about the colonization of the New World.
2	The New World and Hard Times	<ul style="list-style-type: none"> Learn about the settlement at Jamestown.
	New Adventurers and The First Settlers at Jamestown	<ul style="list-style-type: none"> Learn how the Indians affected the early settlements. Identify Jamestown on a map.
	Captain John Smith, Keeping Peace, and Pocahontas	<ul style="list-style-type: none"> Learn how the Indians affected the early settlements. Identify Jamestown on a map.
	The Pilgrims and the Mayflower and More About Jamestown	<ul style="list-style-type: none"> Learn how the Indians affected the early settlements. Identify Jamestown on a map.
	Money in Jamestown and	<ul style="list-style-type: none"> Learn how the Indians affected the early settlements. Identify Jamestown on a map.

Social Studies 5 A Syllabus

	Indentured Servants	
	Coming to the New World	<ul style="list-style-type: none"> • Learn about the Puritans. • Learn about important figures from the Colonial period. • Learn about the role of the church in the period.
	Important Colonial Figures Part 1	<ul style="list-style-type: none"> • Learn about the Puritans. • Learn about important figures from the Colonial period. • Learn about the role of the church in the period.
	Important Colonists Part 2	<ul style="list-style-type: none"> • Learn about the Puritans. • Learn about important figures from the Colonial period. • Learn about the role of the church in the period.
	Important Colonists Part 3	<ul style="list-style-type: none"> • Learn about the Puritans. • Learn about important figures from the Colonial period. • Learn about the role of the church in the period.
	Early Colonial Life	<ul style="list-style-type: none"> • Learn about early colonial life. • Study a map to know where these early settlers made their homes. • Learn the 13 colonies.
	Children and More Colonies	<ul style="list-style-type: none"> • Learn about early colonial life. • Study a map to know where these early settlers made their homes. • Learn the 13 colonies.
	Rules for Children and Puritan Life	<ul style="list-style-type: none"> • Learn about early colonial life. • Study a map to know where these early settlers made their homes. • Learn the 13 colonies.
3	Indian Relationships	<ul style="list-style-type: none"> • Learn about the Susquehannock. • Learn how fur trade influenced early life. • Learn about other interactions with Native American groups.
	Devastation and Surrender	<ul style="list-style-type: none"> • Learn about the Susquehannock. • Learn how fur trade influenced early life. • Learn about other interactions with Native American groups.
	The Iroquois, False Face	<ul style="list-style-type: none"> • Learn about the Susquehannock. • Learn how fur trade influenced early life.

Social Studies 5 A Syllabus

	Society and Powhatan	<ul style="list-style-type: none"> Learn about other interactions with Native American groups.
	War and King Philip	<ul style="list-style-type: none"> Learn about the Susquehannock. Learn how fur trade influenced early life. Learn about other interactions with Native American groups.
	Witches and The Trials	<ul style="list-style-type: none"> Examine the Salem Witch Trials. Explain what the Salem Witch Trials are. Demonstrate understanding of this time period.
	Puritans and Colonial Trades	<ul style="list-style-type: none"> Examine the Salem Witch Trials. Explain what the Salem Witch Trials are. Demonstrate understanding of this time period.
	Trades, Plants and Disease	<ul style="list-style-type: none"> Demonstrate understanding of this time period.
	Spanish Explorers Part 1	<ul style="list-style-type: none"> Learn about the importance of the Spanish Explorers in our history. Learn about the areas these explorers found and named.
	Spanish Explorers Part 2	<ul style="list-style-type: none"> Learn about the importance of the Spanish Explorers in our history. Learn about the areas these explorers found and named.
	French Explorers	<ul style="list-style-type: none"> Learn about the impact of the French explorers. Identify the Colonization of the Americas in a map.
	The French and Indian War	<ul style="list-style-type: none"> Learn about the impact of the French explorers. Identify the Colonization of the Americas in a map.
4	Age of Enlightenment	<ul style="list-style-type: none"> Learn about the religious revival that happened in the 1730s to the 1770s. Learn about the important figures in this age of religious revival. Learn about different philosophies about this time.
	Division in Colonists and Reactions of Churches	<ul style="list-style-type: none"> Learn about the religious revival that happened in the 1730s to the 1770s. Learn about the important figures in this age of religious revival. Learn about different philosophies about this time.
	The Sugar Act and The Townshend Acts	<ul style="list-style-type: none"> Learn about different philosophies about this time.

Social Studies 5 A Syllabus

	Reactions to Taxes	<ul style="list-style-type: none"> Learn about different philosophies about this time.
	The British Reaction and Patrick Henry	<ul style="list-style-type: none"> Learn about different philosophies about this time.
	Continental Congress	<ul style="list-style-type: none"> Learn about the First and Second Continental Congress meetings.
	Road to Revolution	<ul style="list-style-type: none"> Learn about the Declaration of Independence. Learn the causes of the Revolutionary War.
	The British Are Coming	<ul style="list-style-type: none"> Learn about the life of Paul Revere. Learn about the responsibilities of Paul Revere. Learn about the Boston Massacre.
	The Revolutionary War	<ul style="list-style-type: none"> Learn about the Declaration of Independence. Learn about the Revolutionary War
5	Peace	<ul style="list-style-type: none"> Learn about key figures who were instrumental in getting our nation started after the Revolutionary War. Learn about our early government. Learn about our Constitution.
	The Branches of Government	<ul style="list-style-type: none"> Learn about key figures who were instrumental in getting our nation started after the Revolutionary War. Learn about our early government. Learn about our Constitution.
	George Washington	<ul style="list-style-type: none"> Learn about key figures who were instrumental in getting our nation started after the Revolutionary War. Learn about our early government. Learn about our Constitution.
	Early Years	<ul style="list-style-type: none"> Learn about the contributions of Ben Franklin to our nation.
	Early Accomplishments	<ul style="list-style-type: none"> Learn about Ben Franklin's part in discovering electricity.

Social Studies 5 A Syllabus

	Ben Franklin	<ul style="list-style-type: none"> Learn about the contributions of Ben Franklin to our nation.
	Moving West	<ul style="list-style-type: none"> Learn about Thomas Jefferson Learn about the Louisiana territory and the Louisiana Purchase. Study the route that Lewis and Clark took and the role Sacagawea played in their expedition.
	Native American Involvement	<ul style="list-style-type: none"> Learn about Tecumseh and his brother, Tenskwatawa.
	The Fight for Land	<ul style="list-style-type: none"> Learn about The War of 1812.
	A New Nation	<ul style="list-style-type: none"> Learn about Andrew Jackson. Learn about Westward Expansion. Learn about The War of 1812.
6	Daniel Boone and Moving West	<ul style="list-style-type: none"> Learn about the westward movement in the United States. Learn about Daniel Boone, one of the early explorers of the Frontier. Understand the Northwest Ordinance of 1787.
	The Land	<ul style="list-style-type: none"> Learn about the westward movement in the United States.
	Immigrants	<ul style="list-style-type: none"> Learn about the early immigrants to this country. Learn about cultures and customs. Learn about the early movement of these early immigrants.
	Gold	<ul style="list-style-type: none"> Learn about the early immigrants to this country. Learn about cultures and customs. Learn about the early movement of these early immigrants.
	Land and Native Americans	<ul style="list-style-type: none"> Learn about the sale of Indian lands and the formation of reservations.
Semester Review	Semester Review	<ul style="list-style-type: none"> Recall material presented in each lesson of this past semester. Examine colonial life. Write about the lesson material presented.

Social Studies 5 B Syllabus

Course Description:

Semester B begins with an exploration of the west and what life was like for those looking to find gold. Learners will then look at slavery and what led to the Civil War. The course then takes a departure from American history and takes a more in-depth look into cultures, people, and the geography of the United States from past to present. Learners will have the opportunity to explore the country region by region and come to appreciate all that it has to offer. Students will conclude the course by planning and describing a trip they would like to take to a particular place within the 50 United States. Students will take a hands-on approach as they get to know the geography, climate and culture of their country. Video, creative projects involving technology, journaling, and varied assessments will be used throughout the course.

Material Needed: Colored pencils, Optional crafting supplies

Module	Lesson Title	Objectives
1	Texas	<ul style="list-style-type: none"> Discuss the role of Sam Houston in our history.
	Frontier Life	<ul style="list-style-type: none"> Explain what Frontier life was like.
	The Underground Railroad	<ul style="list-style-type: none"> Describe what the Underground Railroad was and why it was needed. Discuss the life of Harriet Tubman. Evaluate what it would have been like to be a slave in those days.
	A Country With Problems	<ul style="list-style-type: none"> Write about the Civil War and the reasons it was fought.
	Reasons for Secession	<ul style="list-style-type: none"> Explain "equality".
	The War	<ul style="list-style-type: none"> Describe the friction between the North and the South.
	The End of the War	<ul style="list-style-type: none"> Understand what helped lead to the end of the Civil War Understand the effects that the war had on Black Americans.
2	People of America	<ul style="list-style-type: none"> Understand how the people of America came to the United States.

Social Studies 5 B Syllabus

Module	Lesson Title	Objectives
	Diverse Cultures of America	<ul style="list-style-type: none"> Explain the different cultural groups mentioned in this lesson. Describe the life of Anna Cooper. Discuss the "Amish.
	Women of the 18th and 19th century	<ul style="list-style-type: none"> Describe the contributions of several of the women you learned about in this lesson. Explain and write about five of the women. Evaluate the contributions they made to our nation.
	Women of the 20th century	<ul style="list-style-type: none"> Describe the contributions of several of the women you learned about in this lesson. Explain and write about five of the women. Evaluate the contributions they made to our nation.
	Weather	<ul style="list-style-type: none"> Explain the difference between weather and climate.
	Maps	<ul style="list-style-type: none"> Discuss what geography has to do with climate. Describe what different maps tell us.
	Biomes and Zones	<ul style="list-style-type: none"> Describe what different maps tell us. Understand what the different zones in the US are. Understand and describe the different biomes in the US.
3	Exploring Your Own State	<ul style="list-style-type: none"> Describe the geography of your state. Locate and illustrate the geographical features of your own state. Discuss the information you gathered about your own state.
	Hawaii and Alaska	<ul style="list-style-type: none"> List the states in this region. Sketch the states in this region. Discuss the material you learned about the states in this region. Locate this region on a map.
	Washington, Oregon, and California	<ul style="list-style-type: none"> List the states in this region. Sketch the states in this region. Discuss the material you learned about the states in this region. Locate this region on a map.
	Idaho and Montana	<ul style="list-style-type: none"> List the states in this region. Sketch the states in this region.

Social Studies 5 B Syllabus

Module	Lesson Title	Objectives
		<ul style="list-style-type: none"> Discuss the material you learned about the states in this region. Locate this region on a map.
	Colorado and Wyoming	<ul style="list-style-type: none"> List the states in this region. Sketch the states in this region. Discuss the material you learned about the states in this region. Locate this region on a map.
	Utah, Arizona, and New Mexico	<ul style="list-style-type: none"> List the states in this region. Sketch the states in this region. Discuss the material you learned about the states in this region. Locate this region on a map.
4	North Dakota, Minnesota, and South Dakota	<ul style="list-style-type: none"> Locate the West North Central Region states. Compare how this area is different than the other areas we have already studied. Evaluate what interesting things these states have to offer.
	Nebraska, Iowa, Kansas, and Missouri	<ul style="list-style-type: none"> Locate the West North Central Region states. Compare how this area is different than the other areas we have already studied. Evaluate what interesting things these states have to offer.
	West South Central Region	<ul style="list-style-type: none"> Locate these states on a map. Write about these states and characteristics of the states. Describe what these states have to offer.
	The Great Lakes	<ul style="list-style-type: none"> Locate these states on a map. Write about these states and characteristics of the states. Describe what these states have to offer.
	Illinois, Indiana and Ohio	<ul style="list-style-type: none"> Identify where these states are located on a map. Explain what these states have in common. Compare and contrast the different states according to climate and geographical make-up.
5	Kentucky and Tennessee	<ul style="list-style-type: none"> Evaluate states in this region. Discuss these areas. Examine the differences in these states from other areas we have learned about.

Social Studies 5 B Syllabus

Module	Lesson Title	Objectives
	Alabama and Mississippi	<ul style="list-style-type: none"> Evaluate states in this region. Discuss these areas. Examine the differences in these states from other areas we have learned about.
	New England	<ul style="list-style-type: none"> Identify the Northeastern Region states. Explain what makes these states unique. Write about these states.
	Northeast	<ul style="list-style-type: none"> Identify the Northeastern Region states. Explain what makes these states unique. Write about these states.
	States in the South Atlantic	<ul style="list-style-type: none"> Locate the states in the South Atlantic region. Compare these states to other states we have talked about. Explain what makes these states unique.
6	Planning Your Trip	<ul style="list-style-type: none"> Examine sample trips that others have taken. Choose a trip they would like to take. Create a plan for a trip.
	Describing Your Trip	<ul style="list-style-type: none"> Describe their own trip. Write details about their trip. List places visited on their trip.
	Final Project	<ul style="list-style-type: none"> Demonstrate understanding of key concepts such as the Spanish explorers, the European immigrants, the settling of this nation and the beginnings of our early government. Compare and contrast colonial living to living nowadays. Discuss the important historical personalities we learned in this year.

6th Grade Social Studies A Syllabus

Course Introduction

Welcome to the first half of Ancient Civilizations! This sixth-grade course explores the beginning of early civilizations through the Gupta dynasty in ancient India. Students will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, Ancient Israel, and India. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. This class will conclude with the Gupta dynasty.

In the first segment of the course, students will begin with the ways historians use the terms BC and AD as well as BCE and CE to track events throughout history. Next, students will analyze ways to review primary and secondary sources for bias and credibility. After reviewing the ways in which archaeologists and historians uncover the past, students study geographic aspects of the world including the study of physical and political features, economic development and resources, and migration patterns. Unit one will conclude with the progression of hominids through the Paleolithic period.

Next, the agricultural revolution and Mesopotamia is discussed. Students will trace the development of civilizations in and around the Tigris and Euphrates Rivers, including the Sumerians, Babylonians, Akkadians, and Assyrians. Technology, economics, politics, and social issues are discussed, including the invention of the wheel, and the significance of Hammurabi's Code. Unit two ends with a comparison of the various Mesopotamian cultures and their ability to adapt in a variety of environments.

Unit three focuses on Egypt and the Nile River. Students will begin with the importance of the Nile River to Egypt and the region. They will then learn about the Old Kingdom, including the pyramids and how the Palermo Stone helped historians to learn about ancient Egypt.

Students then move to the land of Canaan and the Hebrews. Starting with Abraham, students will examine the beginnings of the Jewish religion, including the covenant between God and Abraham, the Exodus, and other conflict between the Jewish people and others in the area in and around Jerusalem. The Babylonian Captivity is discussed, as well as the diaspora, and current conflicts in the region today. Unit four completes with an explanation of Iran and the Persian Empire, including Cyrus the Great and Zoroastrianism.

Finally, ancient India is explored, beginning with subcontinent geography. The focus then turns to the Harappan society in the Indus River Valley, including their political, social, and technological advancements. The Aryan migration and the beginnings of the caste system is next, including Hinduism. Jainism and Buddhism are also examined. Students then move to the Maurya and Gupta Empires, analyzing the achievements of Chandragupta Maurya, Asoka the Great as well as the roles and contributions of Chandragupta I and Chandragupta II in the Gupta Empire. Finally, the class concludes with the Gupta culture and their advancements in mathematics including Hindu-Arabic numerals and the concept of zero.

This course is designed to build on students' prior knowledge and skill sets in the application of geographic information and tools to understand complex relations between the physical environment and human existence. While focusing on each part of the world, students are able to recognize characteristics distinguishing regions in the Middle East, South Asia and Africa. Each regional study

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encompasses an in-depth study of the physical geography, culture, economy, government, and social dynamics defining the land and people. A historical element is intertwined into the regional studies, as an investigation of the earliest civilizations demonstrates how and why people migrated to different locations, and how the people in these places survived and advanced with available resources.

Throughout the course, students examine and analyze readings, biographies, videos, and other materials that paint a picture of historical topics. Discussions with peers will help students to think creatively and critically about topics. The project that spans the course is designed to develop and sharpen the students' writing skills.

Major Concepts

- Prehistory
- Paleolithic Era
- Mesopotamia
- Egypt
- Phoenicia
- Hebrews
- Persians
- India

Course Objectives

- Describe the early hunter-gatherer societies by tracing the progression of hominids from australopithecine to *Homo habilis* to *Homo erectus* to Neanderthal and *Homo sapiens sapiens*.
- Describe the impact of water in the development of ancient civilizations by examining the importance of the Tigris and Euphrates Rivers to Mesopotamia.
- Describe the lifestyle of humans in the Neolithic Age by analyzing farming techniques and the development of advanced tools.
- Explain how humans transformed into civilizations by describing the characteristics such as: social structure, system of government, population centers, monumental structures, advanced technology, and a system of record keeping.
- Analyze the characteristics of different social classes by examining the roles of merchants, artisans, and soldiers in ancient Egypt.
- Examine the relationship between religion and the social order in Egypt by analyzing afterlife beliefs.
- Trace the evolution of language and its written forms by examining Egyptian hieroglyphics.

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- Explain the origins of Judaism as the first monotheistic religion by examining the covenant between God and Abraham.
- Identify sources of ethical teachings and central beliefs of Judaism by analyzing Mosaic Law and the Torah.
- Explain how Judaism survived and developed despite the continuing diaspora by examining the ways Jews adapted to different regions, cultures, and environments.
- Describe the impact of physical geography in the development of ancient civilizations by examining the importance of the various rivers, seas, mountains, and deserts to India.
- Examine the growth of the Indus society by analyzing architecture, sanitation, and city planning in Harappa culture.
- Outline the social structure of the caste system by describing the roles of Vaisya, Brahman, Kshatriya, Untouchable, and Sudra.
- Describe the historical origins, central beliefs, and spread of Buddhism by analyzing the life and moral teachings of Buddha.
- Explain important aesthetic and intellectual traditions by examining Gupta advancements in astronomy and mathematics, including Hindu-Arabic numerals and the zero.

Course Organization

- This World History course is made up of six units, and each unit has five lessons. Each lesson presents many ways to learn the information. You are encouraged to check with your teacher for further information about course guidelines and grading policies.
- At the beginning of each unit is a brief description of that unit. Each lesson begins with a list of learning objectives that describes what you should know by the end of that lesson and the topics on which you will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:
 - **Reading Activities** – These required reading assignments explore the lesson topics. Reading Activities include important vocabulary terms and other interactive elements, such as annotated images or biographies of important people in history. Each activity contains questions to test knowledge gained from the reading.
 - **Visual Concepts** – Visual Concepts may be lectures or animated videos. These activities review a visual concept that helps you determine how well you understand the topics that were covered.
 - **Discussion Board** – This is a graded activity that allows you to interact and communicate with classmates and the teacher. During this course, you will encounter multiple discussion boards and will be asked to explore content for a deeper understanding of the material.
 - **Workbook** – This graded activity uses a variety of questions to assess what you have learned in each activity.
 - **Checkpoint** – This graded activity uses 10 questions to assess what you have learned in the lesson.

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- **Project** – This is a graded activity that allows you to practice investigating, experimenting, and researching. This may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Unit Exam** – At the end of each unit, this graded activity uses 20 questions to assess mastery of unit objectives.
- **Vocabulary Exam** – (Lesson 29) – This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** – (Lesson 30) – This graded activity uses 30 questions to assess mastery of course curriculum.

Writing Projects

- Create an eight to ten-slide research presentation about a wonder of the world.
- Objectives:
 - Identify a wonder to research.
 - Research the chosen subject by analyzing primary sources and answering a series of questions.
 - Create an outline with three sections: cover slide, middle slides, final slide.
 - Create a cover slide with a main title and one main picture with adjectives to describe the picture.
 - Create at least four middle slides with reasons to visit the wonder.
 - Create at least two slides with reasons to visit one of the Seven Natural Wonders of the World.
 - Create a final slide with frequently asked questions (FAQ's) about the wonder.
 - Create a works cited page and submit with rough draft.
 - Create a final draft by analyzing comments from an instructor and adjusting as needed. Submit for a grade.

6th Grade Social Studies A Syllabus**Schedule of Work**

Unit 1 Dawn of Civilization

- Lesson 1: Thinking Like a Historian
- Lesson 2: The Study of Prehistory
- Lesson 3: Physical Geography
- Lesson 4: Human Geography
- Lesson 5: Paleolithic Era

Unit 2 Mesopotamia

- Lesson 6: Agricultural Revolution
- Lesson 7: Sumerians
- Lesson 8: Ancient Babylonians and Akkadians
- Lesson 9: Assyrians
- Lesson 10: Chaldeans and the Neo-Babylonians

Unit 3 Egypt

- Lesson 11: Nile River Geography
- Lesson 12: Early Egyptian Civilization
- Lesson 13: Middle and New Kingdoms
- Lesson 14: Life in and around Egypt
- Lesson 15: Nubia and Phoenicia

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Unit 4 The Hebrews and Ancient Persians

Unit 5 Ancient India

- Lesson 21: Subcontinent Geography
- Lesson 22: Harappans
- Lesson 23: Migration and Religions
- Lesson 24: Mauryan Empire
- Lesson 25: Gupta Empire

Unit 6 Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review, Vocabulary Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

6th Grade Social Studies B Syllabus

Course Description

This sixth-grade course explores early civilizations, from ancient Greek society to the beginning of the Silk Road.

Students will study the geographical, political, social, and economic foundations of early civilizations. They'll examine the geography, early history, cultural development, and economic changes of civilizations like Rome, Persia, and China. The geographic focus will include the study of physical and political maps, economic development and resources, and migration patterns. Students will also study the development of philosophies and religions like Judaism, Christianity, Confucianism, and Taoism. Students' final grades will be based on their performance in a variety of assessment types: Workbooks, Discussion Boards, Checkpoints, a Final Exam, and a multistep project.

Major Concepts

- Greece
- Democracy
- Persians
- Rome
- China
- Christianity
- Buddhism
- Confucianism

Course Objectives

- Explain the importance of geography on ancient Greece, Rome, and China by studying maps.
- Analyze the development of democracy by tracing its growth from oligarchy and tyranny in Athens.
- Explain the expansion of democracy in Athens by identifying the role of Pericles.
- Analyze the effect of Greek mythology and literature by identifying its influence on modern Western culture.
- Explain the rise and organization of the Persian Empire by examining the achievements of Cyrus, Cambyses, and Darius.
- Compare and contrast life in Athens and Sparta by examining cultural similarities and differences.
- Examine the influence of Alexander the Great by tracing his rise to power and cultural legacy.
- Describe the philosophy of ancient Greece by identifying the influence of Socrates, Plato, and Aristotle.

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- Examine the scientific, mathematical, and medical advancements of ancient Greece by studying the work of famous scientists and mathematicians.
- Explore characteristics of Greek architecture by identifying differences between Doric, Ionic, and Corinthian columns.
- Understand characteristics of early Chinese civilizations by studying historical artifacts.
- Analyze how the Zhou dynasty strengthened its power by examining the influence of the Mandate of Heaven.
- Examine the cultural, economic, and political influence of Chinese philosophies by studying Confucianism, Taoism, and Legalism.
- Analyze the effectiveness of Qin Shi Huangdi by examining his reforms.
- Explain the rise of the Han dynasty by studying the roles of Liu Bang and Han Wudi and the Chinese civil service.
- Explain the scientific and engineering advancements in Han China by identifying specific inventions and discoveries. Explain the influence of the Silk Road on China by describing its economic effects and use in spreading Buddhism.

Course Organization

This social studies course is made up of six units, and each unit has five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:

- **Reading Activities:** These required reading assignments explore the lesson topics. Reading Activities include important vocabulary terms and other interactive elements, such as annotated images or biographies of important people in history. Each activity contains questions to test knowledge gained from the reading.
- **Visual Concepts:** Visual Concepts may be lectures or animated videos. These activities review a visual concept that helps students determine how well they understand the topics that were covered.
- **Discussion Board:** This is a graded activity that allows students to interact and communicate with classmates and the teacher. During this course, students will encounter multiple discussion boards and will be asked to explore content for a deeper understanding of the material.
- **Workbook:** This graded activity uses a variety of questions to assess what students have learned in each activity.

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- **Checkpoint:** This graded activity uses multiple questions to assess what students have learned in the lesson.
- **Project:** This is a graded activity that allows students to practice investigating, experimenting, and researching. This may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Unit Exam** (Lessons 5, 10, 15, 20, 25): This graded activity uses 20 questions to assess mastery of unit objectives.
- **Vocabulary Exam** (Lesson 29): This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** (Lesson 30): This graded activity uses 30 questions to assess mastery of course curriculum.

Writing Project

- **Project:** Create a nine-slide comparison slide presentation.
- **Objectives**
 - Research the assigned subject by consulting sources on the internet and within the course.
 - Create a cover slide with a main title and pictures.
 - Create six middle slides describing the political, economic, and cultural aspects of Athens and Sparta.
 - Create a slide with a well-developed compare-and-contrast thesis statement.
 - Create a works cited page and submit with rough draft.
 - Create a final draft by analyzing feedback from an instructor and adjusting as needed. (Submit for grade.)

6th Grade Social Studies B Syllabus**Schedule of Work**

Unit 1: Ancient Greece: Geography, Government, and Culture

- Lesson 1: Geography of Ancient Greece
- Lesson 2: Early Government in Athens
- Lesson 3: Athens under Pericles
- Lesson 4: Greek Mythology
- Lesson 5: Greek Literature

Unit 2: Rise and Fall of a Greek Empire

- Lesson 6: The Persian Wars
- Lesson 7: Athens vs. Sparta
- Lesson 8: Alexander the Great's Empire
- Lesson 9: Philosophy and Science in Greece
- Lesson 10: Math, Engineering and Architecture in Greece

Unit 3: Ancient Rome

- Lesson 11: Roman Beginnings
- Lesson 12: Roman Government and Economy
- Lesson 13: Fall of the Republic
- Lesson 14: Roman Cultural Achievements
- Lesson 15: Judaism and Christianity

Unit 4: The First Chinese Civilizations

- Lesson 16: Chinese River Valley Civilizations
- Lesson 17: Shang Dynasty
- Lesson 18: The Zhou Dynasty
- Lesson 19: Confucianism
- Lesson 20: Taoism and Legalism

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Unit 5: Qin and Han Dynasties

- Lesson 21: The Qin Dynasty
- Lesson 22: The Han Build an Empire
- Lesson 23: Han Achievements
- Lesson 24: Life in Han China
- Lesson 25: Buddhism and the Silk Roads

Unit 6: Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review, Vocabulary Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

7th Grade Social Studies A Syllabus

Course Introduction

Welcome to Medieval and Early Modern Times! This seventh-grade course explores the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years AD 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

In the first segment of the course, students study the influence of ancient Rome as well as explore the rise of Christianity and Islam. In addition, students explore the history and geography of great civilizations in Asia, Africa, and South America.

Students begin by exploring the geography and people who helped Rome grow from a group of villages to a mighty republic. A video explains the structure of the Roman Republic and an early form of checks and balances in government. Students also learn about internal reforms that contributed to the rise of Julius Caesar.

Next, they learn about the artists, historians, and philosophers that influenced Roman culture. They visit places that were central to public life in the empire. Students explore the polytheistic (many gods) Roman religious beliefs. They also see the role Judaism and Christianity played in ancient Rome. They then analyze the factors that led to the division of Rome, the fall of the Western Empire, and the rise of the Byzantine Empire.

The course moves on to explore the spread of Islam throughout Arabia. It reveals how the faith divided after the death of Muhammad. Students discover the golden age of Islam that began during the Abbasid caliphate. They investigate the contributions of the Fatimid caliphate and the Muslim explorer Ibn Battuta. They learn about the Crusades begun by Western Christians and the Muslim recapture of parts of the Holy Land under the leadership of Saladin.

Then, students learn how new kingdoms emerged throughout Europe. Later, they study the spread of Christianity after the fall of the Roman Empire. Next, they investigate the importance of Charlemagne in building the Holy Roman Empire. Students then read about the causes and effects of the Crusades. They also explore the conflicts that shaped medieval Christianity. These include the Schism of 1054, the Investiture Controversy, new Catholic orders, and the Great Schism. Students analyze factors that promoted the growth of towns and learn about medieval art and architecture. They also read about the growth of universities. This section concludes with the bubonic plague and its impact on the global population.

Next, students learn about the development of the empire of Ghana in West Africa. They investigate how the empire of Mali grew after the fall of Ghana. They also learn about the importance of the ruler Mansa Musa.

The discussion next moves to the Olmec and Maya civilizations of Mesoamerica. Students then explore the achievements of the Chavin and Inca people in South America. Finally, they analyze the factors that contributed to the growth and fall of the mysterious city of Teotihuacán. They also explore the Toltec and Aztec societies.

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Lastly, students read about the geography and climate of China. Next, they explore the rise of the Han dynasty. The unit also describes the rise of Confucianism and Buddhism. The class continues by discussing the Tang and Sung dynasties and their various reforms. Students explore the changes and achievements of the Yuan and Ming dynasties. Finally, students study cultural developments that occurred in Japan. This includes the Nara and Heian periods as well as the rise of shogunates.

Throughout the course, students examine and analyze readings, videos, primary sources, timelines, and other materials that paint a picture of historical topics. Discussions with peers help students to think creatively and critically about topics. The projects that span the course are designed to develop and sharpen the students' writing skills.

Major Concepts

- Ancient Rome
- Medieval Africa
- Medieval China
- Medieval Europe
- Medieval Japan
- Medieval Mesoamerica
- Medieval South America
- Rise of Christianity
- Rise of Islam

Course Objectives

- Examine what life was like in the Roman Republic by describing the role of citizenship and citizens' rights, agriculture and trade, territorial expansion, and the rise of Julius Caesar.
- Discuss Roman philosophy and religion by describing the main beliefs and contributions of Roman philosophers and Roman religion, Judaism, and Christianity.
- Trace the rise of Islam and the development of its complex belief system by describing the influences of geography and individuals.
- Discuss the golden age of Islam by describing the achievements of the Abbasid caliphate and the contributions of the Fatimid caliphate and Ibn Battuta.
- Examine the emergence of feudal society by describing the contributions of Charlemagne, the invasion of outside groups, and the development of manorialism.
- Discuss the conflicts and individuals that shaped the Catholic Church by describing the Schism of 1054, the Investiture Controversy, new Catholic orders, and the Great Schism.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Explain the interconnectedness of Teotihuacán, the Toltec, and the Aztec by examining their main cultural features and achievements.

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- Examine Mongol and Ming rule by describing the changes in China that occurred during each dynasty.
- Explain the development of Japanese culture by describing the impact of its climate and geography, life during the Nara and Heian periods, *The Tale of Genji*, and the rise of the Kamakura Shogunate.

Course Organization

This World History course is made up of six units, and each unit has five lessons. Each lesson presents many ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted. A typical lesson has the following activities:

- **Learning Activities** — These required assignments include readings and visual concepts that explore the lesson topics. Reading activities include important vocabulary terms and interactive elements. Visual concepts include videos, annotated images, or biographies of important people in history. Some activities include interactives that help students determine how well they understand the topics that were covered. Each activity contains questions to test knowledge gained from the reading.
- **Discussion Board** — This graded activity allows students to interact and communicate with classmates and the teacher. During this course, students encounter multiple discussion boards and are asked to explore content for a deeper understanding of the material.
- **Workbook** — This graded activity uses a variety of questions to assess what students have learned in each activity.
- **Checkpoint** — This graded activity uses 10 questions to assess what students have learned in the lesson.
- **Project** — Projects are graded activities that allow students to practice investigating, experimenting, researching, and writing. A Project may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Unit Exam** (Lessons 5, 10, 15, 20, 25) — This graded activity uses 30 questions to assess mastery of unit objectives.
- **Vocabulary Exam** (Lesson 29) — This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** (Lesson 30) — This graded activity uses 50 questions to assess mastery of course curriculum.

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Writing Projects

Project 1: Create a biography of a world historical figure.

Objectives

- Identify a historical figure from world history who lived between the first and 16th centuries (early Roman times through the medieval period).
- Research the historical figure from world history who lived between the first and 16th centuries (early Roman times through the medieval period), documenting all sources used.
- Create an outline with three sections (introduction, two body paragraphs, and conclusion).
- Formulate a 200- to 300-word biography about the figure students chose, including an introduction, three facts about their historical figure's early life (such as home life, education, and birthplace) in the first body paragraph, three accomplishments of their historical figure in the second body paragraph, and a conclusion. (Submit for review.)
- Create a final draft by analyzing comments from an instructor and adjusting as needed. (Submit for grade.)

Project 2: Create an imagined social media page for the figure.

Objectives

- Explain how major events are related to one another in time.
- Construct various timelines of key events, people, and periods of the historical era students are studying.
- Gather relevant information from multiple sources.
- Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Recognize that interpretations of history are subject to change as new information is uncovered.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Schedule of Work

Unit 1 Ancient Rome

- Lesson 1: Roman Beginnings
- Lesson 2: Roman Government and Economy
- Lesson 3: Roman Culture
- Lesson 4: Faith and Beliefs in Ancient Rome
- Lesson 5: Fall of the Roman Empire

Unit 2 The Muslim World

- Lesson 6: Islamic Beginnings
- Lesson 7: Islamic Life
- Lesson 8: Spread of Islam
- Lesson 9: Islamic Golden Age
- Lesson 10: Seljuq Turks and the Crusades

Unit 3 Feudal Europe

- Lesson 11: Early Middle Ages Europe
- Lesson 12: Early European Kingdoms and Feudalism
- Lesson 13: New Kingdoms and Crusades
- Lesson 14: Medieval Christianity
- Lesson 15: Life in the Middle Ages

Unit 4 Africa and the Americas

- Lesson 16: Empire of Ghana
- Lesson 17: Empire of Mali
- Lesson 18: Olmec and Maya
- Lesson 19: Chavin and Inca
- Lesson 20: Toltec and Aztec

Unit 5 Asian Civilizations

- Lesson 21: China
- Lesson 22: Tang Dynasty
- Lesson 23: Sung Dynasty
- Lesson 24: Ming Dynasty
- Lesson 25: Japan

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Unit 6 Review and Final Exam

Lesson 26: Unit 1 Review

Lesson 27: Unit 2 Review

Lesson 28: Unit 3 Review, Vocabulary Review

Lesson 29: Unit 4 Review, Vocabulary Exam

Lesson 30: Unit 5 Review, Final Exam

7th Grade Social Studies B Syllabus

Course Introduction

Welcome to the second half of Medieval and Early Modern Times! This seventh-grade course explores the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years AD 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

In this second segment of the course, students study the Renaissance, Reformation, and the Age of Exploration, examining the growing economic interaction among civilizations. Students learn about the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Students begin by exploring Early Modern Asia. This includes the Korean dynasties, the Qing Empire, Tokugawa Japan, and Southeast Asia. Moving west, they will learn about empires in Persia, India, the Middle East, and Russia. Each lesson will examine the culture, history, and changes in the region.

Next, they learn about the Renaissance from its beginnings on the Italian peninsula to the overall change in Europe. Students explore Renaissance origins from the Greeks and Romans to the concepts of hand Machiavellianism. Renaissance literature, architecture, and music are also covered. A video will explain the impact of artists such as Raphael, Donatello, Michelangelo, and Leonardo da Vinci.

Students explore Renaissance math and science through Pascal, Copernicus, and Sir Isaac Newton. Their inventions and discoveries changed the world at the time and through today. The ideas of Francis Bacon and Descartes are reviewed, to provide students with the origins of the scientific method and reasoning.

The course then explores the Reformation from early challenges to the church to the Counter-Reformation. Students examine the changes in Europe brought about by Martin Luther, John Calvin, and William Tyndale. They explore the rise of Protestantism and how King Henry VIII changed England and the world. This section concludes with Medieval Spain, including the golden age of cooperation between several religions, to the Spanish Inquisition and Reconquista by Christians on the Iberian Peninsula.

The Age of Exploration takes students off the continent of Europe and set sail with the Vikings, Portuguese, Spanish, French, Dutch, and English. They will explore up and down the Americas, including Quebec, New Amsterdam, Jamestown, Tenochtitlán, and Cusco. From these explorations, students examine the Columbian Exchange of crops, animals, and diseases and how it altered multiple continents. This led to a change in the world economy, including the triangular trade of goods, services, and slaves from Africa. Students review the expansion of Europeans to the New World, the roles of Spanish missionaries, and the beliefs and treatment of American Indians. In addition, they analyze the beliefs of the Pilgrims and Puritans, which brought them to America.

The course continues with revolutions in Europe. First, students examine the Enlightenment and famous thinkers John Locke, Charles Montesquieu, and Adam Smith. Their ideas led to political, cultural, and

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economic change through multiple wars and exciting leaders Joan of Arc and Catherine the Great. Finally, students explore 17th and 18th century European society through changes in art, music, and literature.

The class concludes with a look at the US Revolutionary War and the reasons leading to it. Taxes, the French and Indian War, and changing colonial alliances all led up to a Declaration of Independence and a new constitution.

Throughout the course, students examine and analyze readings, biographies, videos and other materials that paint a picture of historical topics. Discussions with peers will help students to think creatively and critically about topics. The projects that span the course are designed to develop and sharpen the students' writing skills.

Major Concepts

- Early Modern Asia
- Renaissance
- Scientific Revolution
- Reformation
- Counter-Reformation
- Age of Exploration
- Enlightenment
- Revolution

Course Objectives

- Examine the isolationist policies in Japan during the Tokugawa Shogunate by analyzing the changes in government, economics, and culture during the Edo period.
- Examine the growth of the Ottoman Empire by analyzing the acceptance of gunpowder and European culture and ideas.
- Describe the cultural diffusion in Europe, the Middle East, and Asia by examining the reopening of the ancient Silk Road.
- Explain the change in classical learning style by comparing Machiavellianism, humanism, and Socratic thinking.
Describe the theological, political, and economic ideas during the Reformation by examining the reasons why Martin Luther wrote the 95 Theses.
- Analyze how the Counter-Reformation revitalized the Catholic Church by examining the actions of St. Ignatius of Loyola and the Jesuits.

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- Understand the influence of cartography by explaining the development of a new European worldview after increased progress in mapmaking.
- Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries by examining how the Columbian Exchange impacted both the New World and the Old World.
- Discuss how the principles in the Magna Carta were influential to the development of government in Europe by analyzing the English Bill of Rights.
- Analyze the Declaration of Independence by examining the influence of Enlightenment ideas and previous documents.

Course Organization

This World History course is made up of six units, and each unit has five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:

- **Reading Activities** – These required reading assignments explore the lesson topics. Reading Activities include important vocabulary terms and other interactive elements, such as annotated images or biographies of important people in history. Each activity contains questions to test knowledge gained from the reading.
- **Visual Concepts** – Visual Concepts may be lectures or animated videos. These activities review a visual concept that helps students determine how well they understand the topics that were covered.
- **Discussion Board** – This is a graded activity that allows students to interact and communicate with classmates and the teacher. During this course, students will encounter multiple discussion boards and will be asked to explore content for a deeper understanding of the material.
- **Workbook** – This graded activity uses a variety of questions to assess what students have learned in each activity.
- **Checkpoint** – This graded activity uses 10 questions to assess what students have learned in the lesson.
- **Project** – This is a graded activity that allows students to practice investigating, experimenting, and researching. This may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Unit Exam** – (Lessons 5, 10, 15, 20, 25) – This graded activity uses 30 questions to assess mastery of unit objectives.

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- **Vocabulary Exam** – (Lesson 29) – This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** – (Lesson 30) – This graded activity uses 50 questions to assess mastery of course curriculum.

Writing Projects

- Project 1: Create a four-paragraph research narrative explaining your job as an apprentice during the Renaissance.
- Objectives
 - Identify an apprentice position during the Renaissance to research.
 - Research the chosen subject by analyzing primary sources and answering a series of questions.
 - Create an outline with four sections (introduction, two body paragraphs, and conclusion).
 - Create a 50–100-word introductory paragraph for a research narrative on an apprenticeship during the Renaissance.
 - Create a 100–150-word first body paragraph for a research narrative on an apprenticeship during the Renaissance.
 - Create a 100–150-word second body paragraph for a research narrative on an apprenticeship during the Renaissance.
 - Duplicate a quote from a guild master in the second body paragraph of a research narrative on an apprenticeship during the Renaissance.
 - Create a 50–100-word conclusion for a research narrative on an apprenticeship during the Renaissance.
 - Create a works cited page and submit with rough draft.
 - Create a final draft by analyzing comments from an instructor and adjusting as needed. (Submit for grade.)
- Project 2: Analyze the causes and effects of the European colonization of the Americas by writing a five-paragraph essay.
- Objectives
 - Explain how major events are related to one another in time.
 - Construct various timelines of key events, people, and periods of the historical era they are studying.
 - Frame questions that can be answered by historical study and research.
 - Assess the credibility of primary and secondary sources and draw sound conclusions from them.
 - Explain the central issues and problems from the past, placing people and events in a matrix of time and place.

7th Grade Social Studies B Syllabus

- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Schedule of Work

Unit 1 Early Modern Asia

- Lesson 1: Korea
- Lesson 2: East and Southeast Asia
- Lesson 3: Persia and India
- Lesson 4: Ottoman Empire
- Lesson 5: Russia

Unit 2 Renaissance

- Lesson 6: Trade and Travel
- Lesson 7: Humanism
- Lesson 8: Renaissance Art
- Lesson 9: Renaissance Achievements
- Lesson 10: Scientific Revolution

Unit 3 Reformation

- Lesson 11: Problems within the Catholic Church
- Lesson 12: Major Figures in the Reformation
- Lesson 13: Protestantism

7th Grade Social Studies B Syllabus

- Lesson 14: Counter-Reformation
- Lesson 15: Medieval Spain

Unit 4 Age of Exploration

- Lesson 16: Early European Explorers
- Lesson 17: New Lands
- Lesson 18: Colonies in the Americas
- Lesson 19: European Trade
- Lesson 20: Old Religions and the New World

Unit 5 Revolution and Enlightenment

- Lesson 21: Enlightenment Thinkers
- Lesson 22: Revolution in Europe
- Lesson 23: Enlightened Absolutism
- Lesson 24: 17th and 18th Century European Society
- Lesson 25: US Revolutionary War

Unit 6 Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review, Vocabulary Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

8th Grade Social Studies A Syllabus

Welcome to Early American History A! This course will take students on a journey through the origins of the United States of America.

Students will begin by exploring how American Indian societies lived in their environments. Next, they will examine reasons for European exploration and settlement in North America. From there, students will explore the development of the British colonies and the causes behind the American Revolution. They will learn how the Patriots were able to defeat Great Britain and achieve independence. They will be able to name the documents that define the democratic nature of our American republic. They will learn why the Declaration of Independence and the Constitution are so revolutionary.

The course will then take students through the presidencies of four Founding Fathers: George Washington, John Adams, Thomas Jefferson, and James Madison. During this time, the country faced internal troubles. These included rebellions, conflicts with American Indians, and the birth of political parties. Early in its existence, America had to prove itself again through the War of 1812.

Americans started celebrating the Fourth of July and were feeling patriotic during the Era of Good Feelings. But divisions over slavery and states' rights added to another trend – sectionalism. Students will learn how the Missouri Crisis and the Nullification Crisis showed major sectional differences. They will also explore how Andrew Jackson redefined the role of the president.

Lastly, students will explore the major economic and social changes of the mid-19th century. The Market Revolution, the Second Great Awakening, and the transcendental movement spurred great changes. These periods saw major social reform movements that transformed America. But women, African Americans, and other groups were still kept from power. Throughout this course, students will create a biography project that will let them make a History book profile for a key historical figure.

Throughout the course, students will examine and analyze readings, biographies, videos and other materials that paint a picture of historical topics. Discussions with peers will help students think creatively and critically about topics. The projects that span the course are designed to develop and sharpen the students' writing skills.

Major Concepts

- Colonization
- American Revolution
- Forming a New Nation (1776–1800)
- Early 19th Century (1800–1824)
- Antebellum Era

8th Grade Social Studies A Syllabus

Course Objectives

- Analyze the different American Indian cultures by studying how they interacted with their environments.
- Analyze the causes and effects of European colonization by examining economic and religious reasons for settlement.
- Evaluate the causes and effects of the American Revolution by analyzing the aspects of the Declaration of Independence and the Constitution.
- Examine the causes and effects of the War of 1812 by analyzing relations with Great Britain.
- Analyze the relationship between the United States and American Indian tribes by studying key wars, treaties, and the Trail of Tears.
- Explore early American art and literature by studying major artists and writers.
- Analyze the role of cotton and slavery to the American economy by identifying their economic and political importance.
- Examine the growth of sectionalism by analyzing the compromises made by Henry Clay.
- Evaluate the effects of the Market Revolution by analyzing the increase in immigration, role of women, and social reforms.
- Examine the importance of individual reformers by studying their contributions and leadership.

Course Organization

This Early American History course is made up of six units, and each unit has five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:

- **Reading Activities** – These are required reading assignments exploring the lesson topics. Reading activities include important vocabulary terms and other interactive elements, such as annotated maps or biographies of important people in history. Following each reading assignment are workbook questions to test knowledge.
- **Visual Concepts** – Visual concepts may be lectures or animated videos. These activities review a visual concept that helps students determine how well they understand the topics that were covered.
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8th Grade Social Studies A Syllabus

- **Discussion Board** – This is a graded activity that allows students to interact and communicate with classmates and the teacher. During this course, students will encounter multiple discussion boards and will be asked to explore content for a deeper understanding of the material.
- **Checkpoint** – This graded activity uses 10 questions to assess what students have learned in the lesson.
- **Project** – This is a graded activity that allows students to practice investigating, experimenting, and researching. This may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Unit Exam** – (Lessons 5, 10, 15, 20, 25) – This graded activity uses 30 questions to assess mastery of unit objectives.
- **Vocabulary Exam** – (Lesson 29) – This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** – (Lesson 30) – This graded activity uses 50 questions to assess mastery of course curriculum.

Writing Projects

- **Project 1:** Create a biography of an early American historical figure.

Objectives

- Identify the person being researched.
- Research the person, documenting all sources used.
- Create an outline with four sections (introduction, two body paragraphs, and conclusion).
- Formulate a four-paragraph biography draft complete with a thesis statement, two supporting paragraphs, and a summary. (Submit for review.)
- Write a four-paragraph essay complete with a thesis statement, two supporting paragraphs, and a summary. (Submit for grade.)

- **Project 2:** Create a fictional social media page for the figure.

Objectives

- Explain how major events are related to one another in time.
- Construct various timelines of key events, people, and periods of the historical era they are studying.
- Gather relevant information from multiple sources.

8th Grade Social Studies A Syllabus

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- Recognize that interpretations of history are subject to change as new information is uncovered.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Schedule of Work

Unit 1 Colonization

- Lesson 1: American Indian Civilizations
- Lesson 2: European Contact
- Lesson 3: Early Colonies
- Lesson 4: Colonial Economies
- Lesson 5: Politics and Culture in the Colonies

Unit 2 American Revolution

- Lesson 6: French and Indian War
- Lesson 7: British Change Colonial Policy
- Lesson 8: Independence Declared
- Lesson 9: War in the North
- Lesson 10: War in the South

Unit 3 Forming a New Nation (1776–1800)

- Lesson 11: In Search of a Constitution
- Lesson 12: A More Perfect Union
- Lesson 13: The First President
- Lesson 14: Washington’s Foreign Policy
- Lesson 15: John Adams

8th Grade Social Studies A Syllabus

Unit 4 Early 19th Century (1800-1824)

- Lesson 16: Thomas Jefferson's Presidency
- Lesson 17: War of 1812
- Lesson 18: Early American Culture
- Lesson 19: Era of Good Feelings
- Lesson 20: The South and Slavery

Unit 5 Antebellum Era

- Lesson 21: Rise of Jacksonian Democracy
- Lesson 22: Jackson's Mixed Legacy
- Lesson 23: Market Revolution
- Lesson 24: Cultural and Social Changes
- Lesson 25: Antebellum Reforms

Unit 6 Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review, Vocabulary Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

8th Grade Social Studies B Syllabus

Course Introduction

Welcome to Early American History B! This course will take students on a journey from early Spanish missions in western North America up to the end of the 19th century in the United States.

Students begin by exploring Spanish mission societies and their interactions with American Indians. Next, they will examine reasons for western exploration and settlement in North America. From there, students explore the development of the Mexican colonies and the causes behind the Mexican-American War and the Texas Revolution. They will also analyze the California gold rush and immigration to the West Coast.

The course then explores the continuing conflict over slavery. Students examine the Northern and Southern economies and their need for each other. Next, the abolition movement and the Compromise of 1850 further illustrate the division between North and South. A primary source review of the Calhoun/Webster debate assists students in understanding how complex the slavery issue was at the time. Later, they will read about the Fugitive Slave Act, the Underground Railroad, and Uncle Tom's Cabin.

The Civil War and Reconstruction period in the United States was a time of change. The technology, battle strategies, amendments, and state actions altered the country for decades to come. The course explores these subjects. Emancipation Proclamation and Gettysburg Address primary sources help students to understand the choices that were made at the time as well as the bigger picture of segregation after the war.

Next, students return to the expanding western United States and the rapid changes that happened because of mining, cattle, and female pioneers. The impact on American Indians is discussed as students learn how the government battles the Plains Indians through both treaties and rifles.

Lastly, students explore the major economic and social changes of the late-19th century. The Second Industrial Revolution, the labor movement, and women's suffrage spurred great changes. The Gilded Age inspired major social reform movements that transformed America. Throughout this course, students will complete research that lets them make a presentation examining the important people, events, and locations that contributed to the Civil War.

Throughout the course, students will examine and analyze readings, biographies, videos and other materials that paint a picture of historical topics. Discussions with peers will help students to think creatively and critically about topics. The projects that span the course are designed to develop and sharpen the students' writing skills.

8th Grade Social Studies B Syllabus**Major Concepts**

- **Westward Expansion**
- **Sectionalism: America Divided**
- **The Civil War**
- **Reconstruction**
- **The Gilded Age**

Course Objectives

- Explain the causes of conflict between the Mexicans and American settlers by examining the Texas Revolution.
- Trace the expansion of the United States through the Mexican-American War and explain the idea of Manifest Destiny by describing the causes, events, and impact of the war.
- Identify the economic and cultural differences between the North and South by evaluating how goods were produced in each region.
- Discuss the impact of slavery by analyzing pivotal events, including the Dred Scott decision, Lincoln's A House Divided speech, and the Lincoln/Douglas debates.
- Analyze the beginnings of the Civil War by evaluating the resources and people of the North and South.
- Analyze connections among events causing the Civil War by conducting a research project.
- Understand and distinguish cause, effect, sequence, and correlation in historical events by examining the sections of a five-paragraph essay.
- Discuss the impact of Reconstruction on the South by identifying Andrew Johnson's belief system.
- Analyze the treatment of American Indians in America by examining a timeline of events.
- Analyze the transformation of the American economy and the changing social and political conditions in the United States by examining the causes and effects of the Second Industrial Revolution.

8th Grade Social Studies B Syllabus

Course Organization

Writing Projects

- **Project 1:** Create a presentation explaining the important people, events, and locations that contributed to the Civil War.
- Objectives
 - Identify two people, two events, and one location that are being researched.
 - Research the two people, two events, and one location, documenting all sources used.
 - Create an outline with three sections (people, events, and location).
 - Formulate a six-slide draft complete with a title slide, background information, and details on how the people, events, and location contributed to the Civil War. (Submit for review.)
 - Create a final draft by analyzing comments from an instructor and adjusting as needed. (Submit for grade.)
- **Project 2:** Write a five-paragraph essay analyzing the changes and continuities in the lives of African Americans in the 19th century.
- Objectives
 - Explain how major events are related to one another in time.
 - Construct various timelines of key events, people, and periods of the historical era they are studying.
 - Gather relevant information from multiple sources.
 - Explain the central issues and problems from the past, placing people and events in a matrix of time and place.
 - Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
 - Recognize that interpretations of history are subject to change as new information is uncovered.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Create an outline with five sections (introduction/thesis, three body paragraphs {change, change, continuity}, and conclusion).
 - Formulate a rough draft complete with an introduction, three body paragraphs, and a conclusion. (Submit for review.)
 - Create a final draft by analyzing comments from an instructor and adjusting as needed. (Submit for grade.)

8th Grade Social Studies B Syllabus**Schedule of Work**

Unit 1: Westward Expansion

- Lesson 1: The Mexican West
- Lesson 2: Western Trails
- Lesson 3: Texas Revolution
- Lesson 4: Mexican-American War
- Lesson 5: California and Sectionalism

Unit 2: Sectionalism: America Divided

- Lesson 6: Northern and Southern Economies
- Lesson 7: Abolition Movement
- Lesson 8: Bleeding Kansas
- Lesson 9: Slavery Debates
- Lesson 10: Lincoln's Inauguration

Unit 3: The Civil War

- Lesson 11: The War Begins
- Lesson 12: First Battles of the War
- Lesson 13: Life During the War
- Lesson 14: Turning Points of the War
- Lesson 15: Ending the War

Unit 4 Reconstruction

- Lesson 16: Reconstruction Begins
- Lesson 17: Johnson's Reconstruction Plan
- Lesson 18: Andrew Johnson's Presidency
- Lesson 19: Ulysses S. Grant
- Lesson 20: Southern Segregation

Unit 5: The Gilded Age

- Lesson 21: Moving West
- Lesson 22: Wars for Western Lands
- Lesson 23: The Second Industrial Revolution
- Lesson 24: The Labor Movement

8th Grade Social Studies B Syllabus

- Lesson 25: Immigrants, Urban Life, and Women’s Suffrage

Unit 6 Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review, Vocabulary Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

AP EUROPEAN HISTORY**Course Description**

This AP study of European history since 1300 introduces students to economic, cultural, social and political developments. These developments played a fundamental role in shaping the world in which they live.

Second Semester will introduce students to the birth of modern political thought, Great Depression and World War II. They will study the Cold War and the collapse of communism and wrap up with the dawn of the 21st Century. Students will complete a project at the end of each unit with the final project being a critical analysis.

Course Requirements***Grade Level***

9 – 12

Materials

Western Heritage, since 1300 (11th Edition) – Donald Kagan

ISBN-13: 978-0134050225

ISBN-10: 134050223

Cracking the AP European History Exam, 2020 Edition

ISBN-13: 978-0525568261

ISBN-10: 0525568263

Duration

2 Semesters

Credit Value

1.0

Prerequisites

None

AP WORLD HISTORY**Course Description**

The first semester of AP World History delves into the history of mankind. Looking back to the prehistoric times, students will develop the connections between the early river valleys, the beginnings of civilizations, and governments. Through this semester, students will be introduced to concepts that will be placed on the AP examination, and will also be given multiple opportunities to practice skills necessary for the AP exam. This specific time will start from the First Agricultural Revolution to the Age of Exploration.

The second semester of AP World History is a continuation of semester one, starting with how Europe evolved from the colonies being brought into the New World. This course will continue to make connections between nations and look at the big picture concepts of the world until present day. This semester will also spend one time preparing specifically for the AP exam. Through review materials and practicing skills needed for the AP exam, students will work on being prepared for the exam.

Course Requirements***Grade Level***

10 – 12

Materials

Bentley, Traditions & Encounters: A Global Perspective on the Past UPDATED AP Edition © 2017, 6e, Student Edition

ISBN-13: 978-0076681280

ISBN-10: 0076681289

AP World History Modern Prep Plus 2020 & 2021

ISBN-13: 978-1506248127

ISBN-10: 1506248128

Duration

2 Semesters

Credit Value

1.0

AP WORLD HISTORY***Prerequisites***

None

Semester A***Major Concepts of this course:***

- Prehistory
-
- River Valley Civilizations
- World Religions
- Trade Routes
- Classical Empires
- Rise of Europe
- Islamic Empires
- Age of Exploration
- Modern Intellectual Revolutions

Semester B***Major Concepts of this course:***

- Industrial Revolution
- Imperialism
- Age of Revolutions
- World Wars
- Cold War
- Communism
- Modern World
- AP Review
- Women in History
- Rise of Terrorism

Civics Syllabus

Course Description

This course guides students in preparing to take the Naturalization Test designed by the United States federal government. The course is for high school students in order to fulfill the requirement for graduation. Civics: Citizenship provides students the ability to engage with the government in which they will soon participate. This course provides real-world connections between democratic ideals and practical activities.

Course Objectives

- Examine the structure and function of government in the United States.
- Explain the process of evolution and adaptation of representative democracy in the United States.
- Analyze the relationship between citizens and the government in the United States.

Required Materials

- Word Processing Software
- Internet Browser
- Media Viewer Software

Course Overview

This course is made up of six units. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, while others are included for self-check purposes but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Civics Syllabus

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. Following the introduction is a set of activities:

“What Should I Know?” – An introduction and brief set of questions helps prepare students for the lesson ahead, showing what they already may know and what they should pay attention to gaining knowledge about.

Lesson Content – This typically includes interactive activities, readings, videos, and practice activities. Some of these have graded Workbook questions. Key terms are embedded within the readings.

Vocabulary Review – An interactive presentation helps students to review the key terms they encountered in the lesson.

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives. The Checkpoint may be taken up to three times.

“What Did I Learn?” – This end-of-lesson activity is designed to review the information and content learned.

Civics Syllabus

Schedule of Work

Unit 1: Principles of American Democracy

- The Constitution
- The Amendments
- Declaration of Independence
- United States Economic System
- “Rule of Law”

Unit 2: System of Government

- The Legislative Branch
- More about Congress
- The Executive Branch
- The Courts

Unit 3: Rights and Responsibilities

- Rights and Responsibilities
- Citizenship
- Taxes
- Selective Service

Civics Syllabus

Unit 4: American History

- Colonial Period and Independence
- 1800s
- Recent American History
- Native Americans
- Immigration

Unit 5: America as a Nation

- Geography
- Symbols
- Holidays
- Languages

Unit 6: Review and Exam

- Review of Units 1-3
- Review of Units 4-5
- Final Exam

Economics Syllabus

Economics explores principles that allow students to make informed decisions about personal finance. In this course, students develop a broader understanding of national and international economic decisions and policies. These principles will help students understand why economics impacts history, the distribution of wealth, and the quality of life for all members of society.

Unit 1 begins with an overview of personal finance topics. Students begin with an analysis of basic everyday activities such as creating a budget and using debit and credit cards. They will also tackle more complex choices such as discussing taxes and saving and investing for the future.

Next, students learn a general overview of economics, including information on scarcity, economic systems around the world, and how simple choices interact with and alter the economy locally, nationally, and globally.

The next unit examines microeconomics. Microeconomics examines the choices and decisions made by businesses and consumers and how these choices affect the economy. This unit also explores important economic principles such as the laws of supply and demand, the way prices are determined in a marketplace, and the role of unions.

Finally, macroeconomics (the study of the big picture, such as governments) will be the focus of the last two units. These units explore how the government determines tax policies, overall spending, and the handling of debt. Additionally, the role of the Federal Reserve and international trade in the global economy will be explored.

Throughout the course, students examine and analyze readings, biographies, videos and other materials that paint a picture of economic topics. Discussions with peers will help students to think creatively and critically about topics. The projects that span the course are designed to develop and sharpen the students' writing skills.

Course Objectives

- Explain how education, career choices, and family obligations affect future income by analyzing potential lifestyle decisions.
- Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history by assessing the pros and cons of each.
- Analyze the implications of scarcity by examining the causal relationship between scarcity and the need for choices.
- Explain the roles of property rights, competition, and profit in a market economy by analyzing the characteristics of the mixed market economy in the United States.
- Evaluate how markets function by examining the laws of supply and demand.
- Assess the interdependence of households and firms and how they are both affected by trade, exchange, money, and banking by examining the role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure.

Economics Syllabus

- Explain the effects of monetary policy on unemployment, inflation, and economic growth by examining inflation, unemployment, and gross domestic product statistics.
- Explain characteristics of market, command, and mixed economic systems, including the roles of production, distribution, and consumption of goods and services, by examining the similarities and differences among economic systems.
- Examine the effects of international trade on the United States and other nations by analyzing trade agreements (e.g., North American Free Trade Agreement).

Course Organization

This economics course is made up of six units, and each unit has five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teacher for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:

- **Reading Activities** — These are required reading assignments exploring the lesson topics. Reading Activities include important vocabulary terms and other interactive elements, such as annotated maps or biographies of important people in history. Following each reading assignment are workbook questions to test knowledge.
- **Visual Concepts** — Visual Concepts may be lectures or animated videos. These activities review a visual concept that helps students determine how well they understand the topics that were covered.
- **Discussion Board** — This is a graded activity that allows students to interact and communicate with classmates and the teacher. During this course, students will encounter multiple discussion boards and will be asked to explore content for a deeper understanding of the material.
- **Checkpoint** — This graded activity uses 10 questions to assess what students have learned in the lesson.
- **Project** — This is a graded activity that allows students to practice investigating, experimenting, and researching. This may or may not be directly related to a lesson, and it may or may not span the entire unit.
- **Unit Exam** — (Lessons 5, 10, 15, 20, 25) – This graded activity uses 30 questions to assess mastery of unit objectives.
- **Vocabulary Exam** — (Lesson 29) – This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** — (Lesson 30) – This graded activity uses 50 questions to assess mastery of course curriculum.

Economics Syllabus

Schedule of Work

Unit 1 Personal Finance

- Lesson 1: Personal Finance and Advertising
- Lesson 2: Budgets and Goal Setting
- Lesson 3: Banking
- Lesson 4: Credit
- Lesson 5: Building and Protecting

Unit 2 Foundations of Economics

- Lesson 6: Economics
- Lesson 7: Economic Systems
- Lesson 8: American Economy: A Mixed Market
- Lesson 9: Economic Functions of Government
- Lesson 10: Business Organizations

Unit 3 Microeconomics

- Lesson 11: Demand
- Lesson 12: Supply
- Lesson 13: The Price System
- Lesson 14: Competition and Market Structures
- Lesson 15: Labor

Economics Syllabus

Unit 4 Macroeconomics Institutions

- Lesson 16: Taxation
- Lesson 17: Government Spending
- Lesson 18: Deficit
- Lesson 19: Evolution of Money
- Lesson 20: Financial System

Unit 5 Macroeconomics Policies

- Lesson 21: Measuring the Nation's Output
- Lesson 22: Business Cycles, Inflation, and Unemployment
- Lesson 23: Federal Reserve
- Lesson 24: Trade
- Lesson 25: Foreign Economic Development

Unit 6 Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review, Vocabulary Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

US Government Syllabus

This course guides students in preparing to become engaged citizens within the United States government at all levels. The course is for high school students in order to fulfill the requirement for graduation. US Government provides students the ability to engage the government they will soon participate in. This course provides real-world connections between democratic ideals and practical activities.

Course Objectives

What are learning objectives? They are the skills, knowledge, and attitudes students will gain from their schoolwork. Upon completing this course, students will be able to

- Explain the ancient roots of government (including Greek and Roman) by tracing the influence they have had on modern government.
- Identify the major contributions of Locke, Montesquieu, Machiavelli, and Blackstone to western government by describing how each one influenced political thought.
- Describe the influence of the English Bill of Rights on American government by identifying the political changes this document signified.
- Compare and contrast different forms of government by constructing expository paragraphs using historical data to support your ideas.
- Use historical research and study to evaluate the different forms of government in human history.
- Analyze the text of the Declaration of Independence by summarizing its main points.
- Compare and contrast the Articles of Confederation and the US Constitution by indicating the advantages of each one.
- Analyze the significance of the Bill of Rights by describing its creation and purpose.
- Analyze the complex influence that slavery, states' rights, and the civil rights movement have had on the US Constitution.
- Identify the duties and responsibilities of the various levels of government (municipal, county, state, tribal, and national).
- Determine the causes and effects of the checks and balances system in the federal government of the United States by outlining the interactions among the three branches.
- Examine the collapse of the Soviet Union by analyzing the failure of economic and social attempts at reform in the 1980s.
- Determine the legal route to gaining official citizenship in the United States of America by exploring the process of naturalization, including the citizenship test.

US Government Syllabus

Course Organization

This US Government course is made up of six units, and each unit has five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:

- **Reading Activities**—Required reading assignments explore the lesson topics. Reading assignments include important vocabulary terms and other interactive elements, such as annotated maps. Following each reading assignment are workbook questions to test knowledge.
- **Primary Sources**—Primary sources are historical documents that provide a firsthand account of material that is directly connected to the content.
- **Visual Concepts**—Visual Concepts may be videos or infographics. These activities review a visual concept that helps students determine how well they understand the concepts that were covered.
- **Discussion Board**—This is a graded activity that allows students to interact and communicate with classmates and the teacher. During this course, students encounter multiple discussion boards and are asked to explore content for a deeper understanding of the material.
- **Checkpoint**—This graded activity uses questions to assess what students have learned in the lesson.
- **Project**—This is a graded activity that allows students to practice investigating, experimenting, and researching. This is directly related to multiple lessons and spans multiple units.
- **Unit Exam** (Lessons 5, 10, 15, 20, 25)—This graded activity uses 20 questions to assess mastery of unit objectives.
- **Final Exam** (Lesson 30)—This graded activity uses 30 questions to assess mastery of course curriculum.

US Government Syllabus

Schedule of Work

Unit 1: The History of Civics and Government

- Lesson 01: The History of Government
- Lesson 02: Feudalism and Change
- Lesson 03: Enlightenment
- Lesson 04: Colonial Governments
- Lesson 05: Creating a New Government

Unit 2: Constitution and Federation

- Lesson 06: The Political Party Process
- Lesson 07: Federal Government and the States
- Lesson 08: Slavery, States' Rights, and Segregation
- Lesson 09: Civil Liberties and Citizenship
- Lesson 10: Political Action

Unit 3: Citizens and Their Government

- Lesson 11: Local Government
- Lesson 12: County Government
- Lesson 13: State Government
- Lesson 14: Tribal Government
- Lesson 15: National Government

Unit 4: Branches of Government

- Lesson 16: The Executive Branch
- Lesson 17: The Legislative Branch
- Lesson 18: The Judicial Branch
- Lesson 19: The Federal Reserve System
- Lesson 20: The Media

US Government Syllabus

Unit 5: International Relations

- Lesson 21: International Relations
- Lesson 22: International Trade
- Lesson 23: Global Conflicts
- Lesson 24: International Issues and Commerce
- Lesson 25: Immigration and Citizenship

Unit 6: Review

- Review and Exam

US History A Syllabus

Course Overview

US History A Syllabus

Unit	Content	Connections	Project	Discussion Questions
<p style="text-align: center;">1 <i>A New World</i></p>	<ul style="list-style-type: none"> - European Exploration - A New World - Conflict in the Colonies - The Revolution Begins - Independence 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - A Model of Christian Charity - Albany Plan of Union - Boston Massacre engraving - Washington Crossing the Delaware painting <p>CHARTS AND GRAPHS <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - African Americans in the Colonies <p>VIDEOS <i>Students watch videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Clashing Cultures - Settling the English Colonies - Declaration of Independence <p>Annotated Maps <i>Students view annotated maps that reinforce and show</i></p>	<p>CCOT ESSAY PROJECT (Units 3–6)</p> <p>Prompt: Analyze the changes and continuities in the lives of African Americans during the 19th century.</p> <p>In this project, you will write a five-paragraph essay analyzing major changes and continuities in the lives of African Americans during the 19th century. This can refer to social, political, or economic changes. You will use what you have learned in this course as well as outside research to write your essay.</p> <p>First, you will draw a timeline in your notebook in which to brainstorm, prewrite, and take notes on the topic.</p> <p>The essay must contain a thesis with three main claims: two changes and one continuity in the lives of African Americans in the 19th century. You must defend your thesis in three body paragraphs. A video will help you understand how to write a five-paragraph essay.</p> <p>You must conduct outside research to answer the prompt. The project</p>	<p>Lesson 1. How were native tribes impacted by contact with early European explorers? How did native people impact European colonists? Include facts to support your conclusion.</p> <p>Lesson 2. NONE</p> <p>Lesson 3. What impact did the French and Indian War have on the British and their American colonies?</p> <p>Lesson 4. Read the words to the song “Free America.” Choose one word or phrase from the song that you think represents the main idea of the song. Explain how that word or phrase represents the most important idea. How do you think colonial Americans felt as they sang this song? What kind of effect do you think it had on relations with Britain?</p> <p>Lesson 5. NONE</p>

US History A Syllabus

		<p><i>applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Columbian Exchange - Silk Road - Native Tribes of North America - Layout of New England Town - Thirteen Colonies - Triangular Trade - North America in 1754 and 1763 - Attack on Trenton 	<p>will provide instruction on what are considered appropriate sources.</p>	
<p>2 <i>Birth of America</i></p>	<ul style="list-style-type: none"> - The Constitution - Washington and Adams - Jeffersonian Democracy - War of 1812 - The Era of Good Feelings 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Washington’s Farewell Address - Jefferson’s Inaugural Address <p>CHARTS AND GRAPHS</p>		<p>Lesson 6. NONE</p> <p>Lesson 7. NONE</p> <p>Lesson 8. The Louisiana Purchase and the Lewis and Clark expedition are two of the biggest achievements of Thomas Jefferson’s presidency. Examine this painting. Give the painting a new title, then explain your title using information from this lesson as well as details from the painting.</p>

US History A Syllabus

		<p><i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Checks and Balances - Nullification Crisis - Migrants on the Oregon Trail <p>VIDEOS <i>Students watch videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Debates at the Constitutional Convention - Market Revolution <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Election of 1796 - Election of 1800 - Louisiana Purchase - Election of 1808 - Canals in 1840 		<p>Lesson 9. Explain how the War of 1812 included examples of national unity as well as examples of division.</p> <p>Lesson 10. NONE</p>
<p>3 <i>Westward Expansion</i></p>	<ul style="list-style-type: none"> - Jacksonian Democracy - Texas and the West - The Mexican-American War - The Abolition Movement - Sectional Conflict 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Debating the Kansas-Nebraska Act <p>CHARTS AND GRAPHS <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Nullification Crisis 		<p>Lesson 11. What type of person produced this image of Andrew Jackson? From the information you see, can you guess this person's views, political party, region of the country, and other factors? Do you think the designer had a bias? What elements of the image suggest that to you?</p> <p>Lesson 12. NONE</p> <p>Lesson 13. Images can stir up strong feelings. They can also say a whole lot using no words. Think about what you</p>

US History A Syllabus

		<ul style="list-style-type: none"> - Migrants on the Oregon Trail - Southern White Population - Northern and Southern Resources <p>VIDEOS <i>Students watch videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Jacksonian Democracy - Indian Removal - Texas Revolution - Manifest Destiny - Missouri Compromise - King Cotton - Compromise of 1850 - Dred Scott Case <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Indian Removal - Spanish Missions - Western Trails - Texas Revolution - Election of 1844 - Mexican-American War - Mexican Cession - Underground Railroad 		<p>learned about Manifest Destiny in this lesson. Then, choose three aspects of the painting that depict Manifest Destiny.</p> <p>Lesson 14. NONE</p> <p>Lesson 15. NONE</p>
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US History A Syllabus

<p>4 <i>The Civil War</i></p>	<ul style="list-style-type: none"> - A Nation Divides - Suffocating the South - Behind the Lines - Turning Points in the War - The Civil War Ends 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Gettysburg Address - Lincoln’s Second Inaugural Address <p>CHARTS AND GRAPHS <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Economic Impacts of the Civil War <p>VIDEOS <i>Students view videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Secession - Antietam - Siege of Vicksburg - Battle of Gettysburg - March to the Sea <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Secession - Union Blockade - The War in the East - War in the West - Final Battles of the Civil War - Election of 1864 		<p>Lesson 16. In his 1861 inaugural address, Abraham Lincoln said:</p> <p style="text-align: center;"><i>I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.</i></p> <p>Based on this comment, why would the South believe Lincoln was out to end slavery? Research other quotations from Lincoln and post your findings that either support the inauguration quotation or oppose it.</p> <p>Lesson 17. Based on what you learned in Lesson 17 and your own Civil War technology research, which weapon or invention was the most effective both during the war and in the long term?</p> <p>Lesson 18. NONE</p> <p>Lesson 19. After learning about the Battle of Gettysburg, write a Gettysburg haiku. Once you construct your poem, share it with the class. Comment directly on another student’s poem and interpret the poem’s meaning.</p> <p>Lesson 20. NONE</p>
<p>5</p>	<ul style="list-style-type: none"> - Reconstructing a Broken Nation 	<p>CHARTS AND GRAPHS</p>		<p>Lesson 21. NONE</p>

US History A Syllabus

<p>Reconstructing America</p>	<ul style="list-style-type: none"> - Segregation - The West and Populism - Big Business - Yearning for Freedom 	<p><i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Civil War Deaths - School Enrollment - African Americans in Congress - Sharecropping Cycle - Wheat Production and Prices - Timeline: Innovations and Inventions - Vertical and Horizontal Integration - Literacy and School Enrollment - Shifting Patterns in Immigration - Population Growth in Chicago <p>VIDEOS <i>Students view videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Reconstruction - Ku Klux Klan - Segregation - Transcontinental Railroad - Indian Wars - Second Industrial Revolution <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p>		<p>Lesson 22. NONE</p> <p>Lesson 23. NONE</p> <p>Lesson 24. NONE</p> <p>Lesson 25. NONE</p>
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US History A Syllabus

		<ul style="list-style-type: none"> - Military Reconstruction Districts - Economy of the South - Historically Black Colleges - Mining Resources - Cattle Trails - American Indian Reservations - Election of 1896 		
6	<ul style="list-style-type: none"> - Review activity for each lesson of the first five units - Vocabulary Exam - Final Exam 			<p>Lesson 26. NONE</p> <p>Lesson 27. NONE</p> <p>Lesson 28. NONE</p> <p>Lesson 29. NONE</p> <p>Lesson 30. NONE</p>

US History B Syllabus

Course Overview

US History B Syllabus

Unit	Content	Connections	Project	Discussion Questions
<p style="text-align: center;">1 <i>Imperialism and Reform</i></p>	<ul style="list-style-type: none"> - Reforming the Gilded Age - US in the Age of New Imperialism - American Influence Expands - Progressive Era - World War I 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Analyzing Images: Jacob Riis Photography <p>VIDEOS <i>Students watch videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Gilded Age Politics - Remember the Maine - Teddy Roosevelt - Pancho Villa - Birth of a Nation - Igniting the Powder Keg - A New Kind of War - Communism - An Untidy Ending <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Inventions of the First World War 	<p>COMPARISON ESSAY PROJECT (Units 1–6)</p> <p>Prompt: Compare and contrast the economic, political, and social life of the 1920s and 1950s in America.</p> <p>In this project, you will write a five-paragraph essay analyzing similarities and differences in American life in the 1920s and the 1950s. This can refer to social, political, or economic developments. You will use what you have learned in this course as well as outside research to write your essay.</p> <p>First, you will draw graphic organizers in your notebook in which to brainstorm, prewrite, and take notes on the topic.</p> <p>The essay must contain a thesis with three main claims: a total of three similarities and differences between the 1920s and 1950s. You must defend your thesis in three body paragraphs. A video will help you</p>	<p>Lesson 1: The Triangle Shirtwaist Company fire in New York City was one of the worst workplace disasters in American history. Research the event on the Internet. Describe the reforms that were put in place after the disaster. Do you think the reforms influenced other reforms around the country?</p> <p>Lesson 2: NONE</p> <p>Lesson 3: How did Theodore Roosevelt’s foreign policy philosophy benefit the United States?</p> <p>Lesson 4: NONE</p> <p>Lesson 5: NONE</p>

US History B Syllabus

<p style="text-align: center;">2 <i>Boom to Bust</i></p>	<ul style="list-style-type: none"> - Roaring Twenties - 1920s Culture and Tensions - Great Depression - New Deal - A Second New Deal 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - The Grapes of Wrath - Analyzing Images: Works Progress Administration <p>VIDEOS <i>Students watch videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Roosevelt's First Inaugural Address - Dust Bowl and Dorothea Lange - Federal Theater Project 	<p>understand how to write a five-paragraph essay.</p> <p>You must conduct outside research to answer the prompt. The project will provide instruction on what are considered appropriate sources.</p>	<p>Lesson 6: In the 1920s, flappers challenged traditional social norms. Think of a trend or development in our modern age that challenges traditional ideas. Explain how it is similar and different from flappers of the 1920s.</p> <p>Lesson 7: In this lesson, you learned about restrictive immigration laws that were passed in the 1920s, and some of the reasons behind them. Compare those laws—and the reasons behind them—with current debates about immigration in the United States.</p> <p>Lesson 8: In this lesson, you learned about the causes of the Great Depression. Some people think that if the government had greater control in regulating the economy, the Great Depression would not have happened. Others disagree. They believe that a free market economy lets consumer choices have the greatest say in the direction of the economy and produces the best outcomes for the most people. Which do you agree with? Explain your answer.</p> <p>Lesson 9: NONE</p> <p>Lesson 10: NONE</p>
<p style="text-align: center;">3 <i>World War II</i></p>	<ul style="list-style-type: none"> - Rise of Fascism - WWII: The Home Front - European Theater - Pacific Theater - The Cold War Begins 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Executive Order 8985 - Analyzing Images: WWII Posters - Iron Curtain Speech - Truman Doctrine <p>CHARTS AND GRAPHS <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Unemployment during the Great Depression 		<p>Lesson 11: How was Europe a fertile environment for the rise of fascism in the early part of the 20th century?</p> <p>Lesson 12: How did World War II unite Americans at home? Provide examples and explain.</p> <p>Lesson 13: Choose one of the battles from the list and explain how it was a major turning point in World War II.</p> <ul style="list-style-type: none"> • Battle of El Alamein • Battle of Stalingrad • Invasion of Normandy • Battle of the Bulge <p>Lesson 14: President Truman's decision to drop the atomic bomb was viewed as controversial, and it is still debated today. Was using the atomic bomb necessary? Why or why not?</p>

US History B Syllabus

		<p>VIDEOS <i>Students watch videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - The Gathering Storm - The Jewish Question - American Home Front - European Theater - Pacific Theater - World War II Aftermath <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - The Start of World War II - World War II and the United States - World War II Allied Advance - World War II European Theater - World War II Pacific Theater - Interstate Highway System 		Lesson 15: NONE
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US History B Syllabus

<p>4 <i>The Cold War and Civil Rights</i></p>	<ul style="list-style-type: none"> - 1950s Consumerism, Conformity, and Witch Hunts - Cold War at Home and Abroad - The Vietnam War - Civil Rights Movement - The Fight for Rights 	<p>PRIMARY SOURCES <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Executive Order 9981 <p>CHARTS AND GRAPHS <i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - US Foreign-Born Population 1850–2010 <p>VIDEOS <i>Students view videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - GI Bill - Korean War - Duck and Cover - Cuban Missile Crisis - Vietnam War - Gulf of Tonkin - LBJ Speech on Civil Rights <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Interstate Highway System - Second Great Migration - Korean War - Election of 1952 - Election of 1960 - Vietnam War - Election of 1968 		<p>Lesson 16: In this lesson, you learned about American society during the 1950s. Think back to what you learned about American society during the 1920s. In what ways was America similar and different in the 1950s and 1920s?</p> <p>Lesson 17: NONE</p> <p>Lesson 18: In your opinion, what was the greatest challenge facing the United States in the 1960s? How did it confront this challenge?</p> <p>Lesson 19: There were tremendous changes for African American civil rights during the 1950s and 1960s. In your opinion, what was the most important cause for these changes? Explain your answer.</p> <p>Lesson 20: NONE</p>
<p>5</p>	<ul style="list-style-type: none"> - The Nixon Years 	<p>PRIMARY SOURCES</p>		<p>Lesson 21: NONE</p>

US History B Syllabus

<p><i>From Cold War to Superpower</i></p>	<ul style="list-style-type: none"> - The Reagan Revolution - A New World Order - Challenges in a New Millennium - A New Age of Terrorism 	<p><i>Students explore important primary source documents in US history.</i></p> <ul style="list-style-type: none"> - Executive Order 9981 <p>VIDEOS <i>Students view videos that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Apollo Missions - Barbara Jordan on Nixon - Soviet Afghan War - Final Days of the Cold War <p>Annotated Maps <i>Students view annotated maps that reinforce and show applications of concepts from the class.</i></p> <ul style="list-style-type: none"> - Election of 1972 - Election of 2000 - Election of 2008 		<p>Lesson 22: Explain the Iran-Contra Affair. Why was it controversial, considering the United States' relationship with Iran at the time?</p> <p>Lesson 23: In this lesson, you learned about challenges the United States faced at home and abroad. How did the developments of the early 1990s present both difficulties and opportunities for the United States?</p> <p>Lesson 24: NONE</p> <p>Lesson 25: NONE</p>
<p>6 <i>Review and Final Exam</i></p>	<ul style="list-style-type: none"> - review activity for each lesson of the first five units - Vocabulary Exam - Final Exam 			<p>Lesson 26: NONE</p> <p>Lesson 27: NONE</p> <p>Lesson 28: NONE</p> <p>Lesson 29: NONE</p> <p>Lesson 30: NONE</p>

World History A Syllabus

World History (1 of 2) explores key events and global historical developments, from hunter-gatherer societies to the Industrial Revolution. It begins with an analysis of early prehistoric people from the Paleolithic era and the ancient cultures of Mesopotamia. Students will follow the rise and fall of early empires, then consider the fall of the Roman Empire and its aftermath. Continuing through the Middle Ages, students will analyze the Crusades, feudalism, the plague, and Asian empires.

Then, they will explore the effects of the Renaissance and Protestant Reformation on human culture and analyze conflicts between the Roman Catholic Church and its reformers (both Protestant and Catholic). Students will then move on to the Age of Discovery, studying

- European explorers seeking new trade routes to Asia
- the discovery of the Americas
- the rise of joint-stock companies
- the slave trade
- the emergence of the American colonies

Then, students will analyze important revolutions in history, including Latin American revolutions, the Scientific Revolution and the Enlightenment, the American and French Revolutions, and the Industrial Revolution.

Throughout the course, students will examine and analyze materials that describe historical periods. They will interact with primary and secondary sources: readings, biographies, and other materials that paint a picture of world history and encourage students to explore historical topics. Discussions with peers will help students think creatively and critically about history. The project that spans the course is designed to develop and sharpen the students' writing skills.

World History A Syllabus

Course Objectives

- Analyze the Agricultural Revolution by examining how it influenced the development of human settlements, society, religion, and culture.
- Analyze ancient empires and their impact on later civilizations by examining their contributions to government, citizenship, religion, and culture.
- Assess the impact of the Roman Catholic Church by examining patterns of change in European society in the 12th to 16th centuries.
- Evaluate the effects of the Renaissance by analyzing how it led to scientific and artistic innovations.
- Identify conflicts between the Roman Catholic Church and Protestant and Catholic reformers by examining key religious issues of the Reformation era.
- Analyze the Age of Discovery by examining how trade and religion motivated European nations to expand and colonize.
- Examine the historical developments of the Scientific Revolution and Enlightenment by evaluating its lasting effect on religious, political, and cultural institutions.
- Explain the American, French, and Latin American revolutions by analyzing their impact on democracy.
- Identify how the Industrial Revolution impacted society by examining significant inventors, inventions, and working and living conditions of workers.

World History A Syllabus

Course Organization

This world history course is made up of six units, with each unit having five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most lessons feature the same kinds of activities, but some lessons will vary. A typical lesson has the following activities:

- **Reading Activities:** These required reading assignments explore the lesson topics. Reading assignments include important vocabulary terms and other interactive elements, such as annotated maps or biographies of important people in history. Following each reading assignment are workbook questions to test knowledge.
- **Primary Sources:** Primary sources are historical documents that provide a firsthand account of material that is directly connected to the content.
- **Visual Concepts:** Visual Concepts may be videos or infographics. These activities review a visual concept that helps students determine how well they understand the concepts that were covered.
- **Discussion Board:** These graded activities allow students to interact and communicate with classmates and the teacher. During this course, students will encounter multiple discussion boards and are asked to explore content for a deeper understanding of the material.
- **Checkpoint:** These graded activities use questions to assess what students have learned in the lesson.
- **Project:** This is a graded activity that allows you to practice investigating, experimenting, and researching. This is directly related to multiple lessons and spans multiple units.
- **Unit Exam:** These graded activities appear in Lessons 5, 10, 15, 20, and 25. They use 20 questions to assess mastery of unit objectives.
- **Final Exam:** This graded activity in Lesson 30 uses 30 questions to assess mastery of course curriculum.

World History A Syllabus

Schedule of Work

Unit 1: Early Civilizations

- Lesson 1: Early Migration and Settlement
- Lesson 2: Mesopotamia
- Lesson 3: Ancient Greece, Rome, and Egypt
- Lesson 4: Ancient Asia
- Lesson 5: Europe, the Americas, and Africa

Unit 2: World in Transition

- Lesson 6: Byzantine Empire
- Lesson 7: Islamic Empire
- Lesson 8: Middle Ages and Feudalism
- Lesson 9: Crusades
- Lesson 10: China

Unit 3: Renaissance and Reformation

- Lesson 11: Southern Renaissance
- Lesson 12: Northern Renaissance
- Lesson 13: Protestant Reformation
- Lesson 14: The Counter-Reformation
- Lesson 15: A Brave New World

Unit 4: Exploration, Encounters, and Exchanges

- Lesson 16: Age of Discovery
- Lesson 17: Asian and African Exploration
- Lesson 18: Europe Claims the Americas
- Lesson 19: Joint-Stock Companies and Slave Trade
- Lesson 20: American Colonies

World History A Syllabus

Unit 5: Revolution

- Lesson 21: Scientific Revolution
- Lesson 22: Enlightenment
- Lesson 23: American and French Revolutions
- Lesson 24: Latin American Revolutions
- Lesson 25: Industrial Revolution

Unit 6: Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review
- Lesson 29: Unit 4 Review
- Lesson 30: Unit 5 Review, Final Exam

World History B Syllabus

World History (2 of 2) traces the developments of the last 250 years that have shaped the modern world. It begins by examining the origins of modern Western imperialism—or the building of empires. This includes the influence of the Industrial Revolution and reactions to groups based on culture and ethnicity. Students will analyze the deep cultural, economic, and political impacts that imperialism had on Africa and Asia, including the rise of Japan.

From there, they examine how imperialism and nationalism contributed to the outbreak of World War I, and how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II. They will also analyze the changing, destructive nature of 20th century warfare and atrocities such as the Armenian Genocide and the Holocaust.

Next, students will analyze the global struggle between different ideas supported by the United States and the Soviet Union. Students will see how the forces of capitalism and democracy fought against Communism in what became known as the Cold War. This includes conflicts in places such as Korea, Vietnam, newly independent African countries, and many Latin American nations.

Finally, the course will evaluate the challenges in our modern world, including pressing environmental issues, recent acts of terrorism and genocide, and cybercrimes. The course will also explore the increasing interconnectedness of the world economy and cultures by examining the Internet's influence on trade and cultural exchange.

Throughout the course, students examine and analyze materials that describe historical periods and interact with primary and secondary sources, readings, and other materials that paint a picture of world history. They engage in class discussions with peers that require them to think creatively and critically about topics. Lastly, the course includes a project that involves research and writing.

World History B Syllabus

Course Objectives

What are learning objectives? They are the skills, knowledge, and attitudes students will gain from their schoolwork. Upon completing this course, students will be able to

- Analyze the development of New Imperialism by considering the influence of previous colonization in the Americas, the Industrial Revolution, and ethnocentrism.
- Evaluate the positive and negative effects of New Imperialism by identifying how it has helped shape the development of large parts of Africa and Asia.
- Evaluate the causes of World War I by analyzing how imperialism and nationalism contributed to a climate of competition and tension.
- Analyze the causes of World War II by examining the Treaty of Versailles and the economic crisis of the Great Depression on the rise of fascism.
- Identify the changing nature of warfare by examining new, more destructive weapons and methods in the 20th century.
- Identify major atrocities committed in the 20th century by examining the causes and effects of the Armenian Genocide, the Holocaust, and other modern genocides.
- Examine how the Cold War contributed to developments in Africa, Asia, and Latin America by considering the impacts of proxy conflicts, economic and military aid, and alliances.
- Identify important modern global challenges by examining environmental issues, terrorism, and cybercrimes.
- Analyze how the invention of the Internet has changed society by examining its influence on the increase in trade and cultural exchange.
- Analyze the emergence of globalization throughout the world and the policies implemented by various nations to address political, economic, environmental, and social issues that have arisen as a result.
- Analyze historical data from a variety of media representing both primary and secondary sources in order to generate understanding and compare that data with current events through the interpretation of historical information and artifacts.

World History B Syllabus

Course Organization

This World History course is made up of six units, and each unit has five lessons. Each lesson presents many different ways to learn the information. Students are encouraged to check with their teachers for further information about course guidelines and grading policies.

At the beginning of each unit is a brief description of that particular unit. Each lesson begins with a list of learning objectives that describes what students should know by the end of that lesson and the topics on which they will be tested. Most of the lessons have the same format, but some activities vary or may be omitted if necessary. A typical lesson has the following activities:

- **Reading Activities** — Required reading assignments explore the lesson topics. Reading assignments include important vocabulary terms and other interactive elements, such as annotated maps. Following each reading assignment are workbook questions to test knowledge.
- **Primary Sources** — Primary sources are historical documents that provide a firsthand account of material that is directly connected to the content.
- **Visual Concepts** — Visual Concepts may be videos or infographics. These activities review a visual concept that helps students determine how well they understand the concepts that were covered.
- **Discussion Board** — This is a graded activity that allows students to interact and communicate with classmates and the teacher. During this course, students encounter multiple discussion boards and are asked to explore content for a deeper understanding of the material.
- **Checkpoint** — This graded activity uses questions to assess what students have learned in the lesson.
- **Project** — This is a graded activity that allows you to practice investigating, experimenting, and researching. This is directly related to multiple lessons and spans multiple units.
- **Unit Exam** — (Lessons 5, 10, 15, 20, 25) – This graded activity uses 20 questions to assess mastery of unit objectives.
- **Vocabulary Exam** — (Lesson 29) – This graded activity uses 30 questions to assess mastery of key terms found throughout the course.
- **Final Exam** — (Lesson 30) – This graded activity uses 30 questions to assess mastery of course curriculum.

World History B Syllabus**Schedule of Work**Unit 1 Imperialism

- Lesson 1: Colonization to Imperialism
- Lesson 2: The Little Tyrant
- Lesson 3: Age of Imperialism
- Lesson 4: Impacting the Colonies
- Lesson 5: Colonial Reaction

Unit 2 Nationalism

- Lesson 6: Nationalism
- Lesson 7: The Great War
- Lesson 8: The Eastern Front
- Lesson 9: The Armenian Genocide
- Lesson 10: The Great War Ends

Unit 3 Global Conflicts

- Lesson 11: Between the Wars
- Lesson 12: Beginning of World War II
- Lesson 13: European Theater
- Lesson 14: Holocaust
- Lesson 15: Pacific Theater

Unit 4 The Cold War

- Lesson 16: The Cold War Begins
- Lesson 17: Korean War
- Lesson 18: Cold War Competition
- Lesson 19: Vietnam War
- Lesson 20: Collapse of the Soviet Union

World History B SyllabusUnit 5 The World Today

- Lesson 21: Power Shifts
- Lesson 22: Terrorism
- Lesson 23: Interdependence
- Lesson 24: Global Issues
- Lesson 25: Technological Terrors

Unit 6 Review and Final Exam

- Lesson 26: Unit 1 Review
- Lesson 27: Unit 2 Review
- Lesson 28: Unit 3 Review
- Lesson 29: Unit 4 Review, Vocabulary Exam
- Lesson 30: Unit 5 Review, Final Exam

**APPENDIX A
CURRICULUM**

E.5 Syllabi

It includes the syllabi for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-12
- f. Health and Physical Education
- f. World Languages

General Electives

K-12

KINDERGARTEN ARTS AND CRAFTS**Course Description****Semester A**

This course provides a foundation for children’s inherent artistic imagination and creativity by sharing the basics of art and making art. Students are introduced to lines, circles, recognizing and using shapes, creating a collage and concepts such as symmetry.

Young artists will also explore a variety of media such as pastels, watercolors, crayons, tempera, and pencil drawing.

A particular emphasis on this course is on creating works of art. In this semester students will work with clay, draw with pastels, make fingerprint flowers, draw barns and animals using shapes and recognizing lines using the student’s name.

Semester B

Emphasis in the second semester students will be placed on applying what the students have learned to make more detailed works of art.

Among the projects this semester students will be creating a bird feeder, make pig puppets, craft paper flowers, make potpourri, craft a heart collage, construct a wind chime, and press flowers.

Course Requirements**Grade Level**

Kindergarten

*** Materials**

- Crayons
- Yellow, blue, red, and black markers
- Multimedia paper
- Watercolor paper
- Pastels
- 11×14 or large 90lb watercolor paper
- Tempera paint in primary colors of red, yellow and blue
- Brush – 3/4” round
- Water color brush

KINDERGARTEN ARTS AND CRAFTS

- Craft stick
- Pine cone, bird seed
- Peanut butter, rice, beans
- Household items such as glue, scissors, tape, ruler, paper towels, cardboard, masking tape, straws

Duration

2 Semesters

Prerequisites

none

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Semester A***Major Concepts:***

- Lines
- Drawing circles
- Identifying shapes
- Primary colors

Semester B***Major Concepts:***

- Collage
- Crafts
- Weaving Bubble painting

1ST GRADE ARTS AND CRAFTS SYLLABUS**Course Description****Semester A**

This course provides a foundation for children's inherent artistic imagination and creativity by sharing the basics of art and making art. Students are introduced to primary colors, the color wheel, shapes such as lines and circles, and concepts such as symmetry.

Young artists will also explore a variety of media such as pastels, watercolors, crayons, tempera, and pencil drawing.

A particular emphasis on this course is on creating works of art. In this semester students will work create a watercolor tree, use a printing block, produce weather painting, and produce a watercolor painting.

Semester B

Emphasis in the second semester students will be placed on applying what the students have learned to make more detailed works of art.

In this semester students will be creating colorful calendars, stenciling, fashioning intricate flower drawings, revisiting symmetrical objects, and mixing colors.

This course will provide students with opportunities to experience many different forms of arts and to express their imagination while learning valuable skills. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.

1ST GRADE ARTS AND CRAFTS SYLLABUS**Course Requirments*****Grade Level***

1

****Materials***

- Poster paper
- Watercolor paper
- Pastel/charcoal paper
- Tempera paint in primary colors of red, yellow and blue
- Brush – 3/4" round
- Water color brush
- Pastels
- Crayons
- Yellow, blue, red, and black markers
- Household items such as glue, scissors, tape, ruler, cardboard

Basic School Supplies**First Grade Materials Kit**

**Materials listed should be acquired by the student prior to beginning work in the course.*

Duration

2 Semesters

Prerequisites

None

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

1ST GRADE ARTS AND CRAFTS SYLLABUS

Semester A

Major Concepts:

- Primary Colors
- Color Wheel
- Symmetry
- Lines and Shapes
- Nature and Art

Semester B

Major Concepts

- Form drawing
- Mixing colors
- Calendar
- Stenciling
- Wet crayons and wet paper



Course Syllabus



Course Code: EDL084

Animation

Course Description

Do you wonder what it would be like to create the next blockbuster animated movie or do you want to make the next big video game? Do you have an eye for drawing, technology, and timing? If so, Animation is the course for you! You will learn how to use animation tools to conceptualize and bring your creations to life. You'll learn the ins and outs of creating 2D and 3D animation, from start to finish. You'll even begin working on our own design portfolio and get hands on experience with creating your own animation projects. Learning about Animation could lead to a thriving career in the growing world of technology and animation.

Required Materials

The following free, cross-platform programs will need to be downloaded for use during the course (programs will run on Windows XP and higher, Linux and Mac computers):

- Tupi 2D Magic
- DaVinci Resolve
- Blender

Required Computer System

- 2 GB of RAM
- An OpenGL 2.1 compatible graphics card or chip.
- 32-bit dual core
- 2Ghz CPU

Additional Materials:

- Paper/pencil

Recommended Items & Computer System Requirements:

- Computer monitor
- Keyboard that includes a number pad
- 64-bit quad core CPU
- 8 GB of RAM
- HD display
- Three-button mouse
- OpenGL 3.2 compatible graphics card with 2 GB of RAM

Materials Required for Unit 1:

- Modeling clay (optional)
- Camera (can be an actual camera or a camera on a tablet or device)
- Scissors
- Stiff paper or cardboard
- Glue or tape
- Thumbtack or pushpin
- Mirror

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Unit 1: Basic of Animation

Unit Summary

Drawing pictures and making them move is nothing short of magic. Since at least the 1600s, people have been experimenting and inventing ways to make images move. In fact, it is these cool experiments, which you can replicate yourself, that have led us to the modern era of fantastic 3D computer generated animated movies! Get ready to take a peek behind the scenes as we track the history of animation magic.

Learning Objectives

- Trace the origins and early history of the art of animation.
- Explore how the eye and brain process moving images.
- Compare the differences between past animation techniques and current animation technologies.
- Understand the differences between various types of animation.

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: Hand Drawn Animation

Unit Summary

Humans talk with their hands, and one way this happens is by communication through drawings. Traditional animation is hand-drawn animation, which evolved from the exciting invention of photography and motion pictures. We will trace these developments all the way through the classic principles of animation developed by the animators at Disney Studios.

Learning Objectives

- Explain how drawn animation evolved from early picture viewing devices.
- Understand and apply Disney's 12 Principles of Animation.
- Use key terms of hand-drawn animation.
- Appreciate the world of animation beyond the United States.
- Include design elements in your drawings.

Assignments

Unit 2 Text Questions Unit 2	Homework	10 points
Online Lab Questions	Homework	10 points
Unit 2 Activity 1	Homework	15 points
Unit 2 Activity 2	Homework	15 points
Unit 2 Activity 3	Homework	15 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Computer Animation and CGI

Unit Summary

How do they do that? Modern animated films are a complete wonder to look at and incredibly complex to make. With so many artists performing intricate jobs to create realistic characters, backgrounds, and movement, it takes organization and leadership to bring it all together into a finished film. From the tiniest pixels to the huge computing power needed for post-production, we'll explore how CGI films are made.

Learning Objectives

- Understand the difference between a bitmap image and a vector image.
- Trace the process of CGI production from idea to theater.
- Discuss the pros and cons of different production processes.
- Define and explain kinematics and animatics.
- Identify the key departments in an animation studio.

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Activity 1	Homework	15 points
Unit 3 Activity 2	Homework	15 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



Unit 4: Digital 2D Animation and Rotoscopy

Unit Summary

Now's your chance to join the ranks of talented animators! Everyone can try their hand at this fun art form and increase their communication skills and artistic expression while learning a simple 2D animation program. Pull out your photos and videos---you can use these along with your drawings to make cool mini-animation while you explore Tupi 2D Magic, a 2D animation program that will allow you to put everything you've learned into action!

Learning Objectives

- Create animation sequences with layered drawings and backgrounds.
- Trace videos to make rotoscoped sequences.
- Use the important functions of 2D animation software.
- Export your animated videos to share with the world.
- Apply graphical tools to improve your digital drawings.

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Activity	Homework	15 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Unit 5: Human Anatomy and Form

Unit Summary

Animated characters aren't real, so animators don't really need to understand the human body, right? WRONG! You actually DO need to know how to draw the human form, with bone structure and muscles, and appreciate real world body mechanics in order to draw believable, but also stylized, animated characters. Together, we'll tackle the basics and then you can let your imagination fly, while taking your audience along with you for the ride.

Learning Objectives

- Draw the human body in proportion.
- Identify and create the walk cycle for animation.
- Discuss how poses communicate emotion.
- Develop your own animated characters based on real anatomy.

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: Animated Motion

Unit Summary

Jump around. Walk. Run. Smile. Shake your head. Tap your foot. We move all the time, but how does it look in a sequence of images? Movement in animation must conform roughly to the laws of gravity and motion of the real world but can be used to express emotions, plot points, and character development. Studying natural movement will teach you to translate movement into animation, but you can still get creative and give that movement personality.

Learning Objectives

- Understand the Laws of Motion and Gravity.
- Apply physics principles to the movement of your characters.
- Create facial expressions that convey emotions.
- Turn your characters into first-rate actors.

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Activity 1	Homework	15 points
Unit 6 Activity 2	Homework	15 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first six units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 7: Intro to Blender

Unit Summary

Have you ever watched a modern animated movie and wondered how they created those incredibly detailed and compelling characters and worlds? With extremely realistic lighting, physics, and even hair, fur, and skin, the world of 3D animation has become truly rich and visually compelling. In this unit, we will learn about the popular, open source, yet powerful, 3D modeling and animation software called Blender.

Learning Objectives

- Explain the difference between motion capture and keyframe animation.
- Grasp the power of modern animation techniques, including bones, muscles, and rigging.
- Understand the process of simulating water, hair, and other dynamics.
- Navigate the Blender interface.
- Create simple animations using parenting, movement, rotation and scaling along with keyframes.

Assignments

Unit 7 Text Questions	Homework	10 points
Unit 7 Activity	Homework	15 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points



Unit 8: Character Modeling

Unit Summary

Have you ever watched an extremely vivid, polished animated movie or 3D video game and wondered to yourself: How do they create those 3D characters? We're going to begin by exploring the basic tools and techniques involved in creating the 3D models for characters, and then you'll even get to create a 3D character model of your own!

Learning Objectives

- Use various modeling techniques to create a character model.
- Hide background geometry.
- Navigate the 3D view using shortcuts.
- Switch between perspective and orthographic mode.
- Understand and apply the principles of topology.

Assignments

Unit 8 Text Questions	Homework	10 points
Unit 8 Activity	Homework	15 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points



Unit 9: Character Animation

Unit Summary

At some point, you have probably watched a modern animated movie like Ice Age or Shrek, or played a modern, high-end computer game and asked yourself: How did they make those characters move so realistically, and believably? Well...you're about to find out! Get ready to take a look at the basic process involved in rigging, skinning, and animating a 3D character.

Learning Objectives

- Create an armature rig to fit a bipedal character model.
- Skin, or attach, a character model to a rig so that it deforms like skin with the movements of the various bones.
- Develop a seamless walk cycle for a rigged character model.

Assignments

Unit 9 Text Questions	Homework	10 points
Unit 9 Online Lab Questions	Homework	10 points
Unit 9 Activity	Homework	15 points
Unit 9 Discussion Assignment 1	Discussion	5 points
Unit 9 Discussion Assignment 2	Discussion	5 points
Unit 9 Quiz	Quiz	15 points



Unit 10: Storytelling

Unit Summary

Want to go to the movies? Well, why do people go? Because of the story! It draws them in, makes them care about the characters, and it lets them immerse themselves in another world. Storytelling is as old as the cavemen, and it is the best way to entertain modern humans as well. How do you make sure your story will captivate the audience? We have the secrets and the tricks right here—come along and we will tell you a story about telling a story!

Learning Objectives

- Write dialogue and action in proper film script format.
- Understand three-act script structure.
- Identify camera shots, angles, and movement.
- Create storyboards for animation.

Assignments

Unit 10 Text Questions	Homework	10 points
Unit 10 Activity 1	Homework	15 points
Unit 10 Activity 2	Homework	15 points
Unit 10 Activity 3	Homework	15 points
Unit 10 Discussion Assignment 1	Discussion	5 points
Unit 10 Discussion Assignment 2	Discussion	5 points
Unit 10 Quiz	Quiz	15 points



Unit 11: Video, Music & Sound

Unit Summary

Silent films were great when they first came out, but now that we can have music, sound, and talking in our films... let's do it! From recording voice acting to making your own sound effects, putting sound to animation is an exercise in imagination and precision. After all, you don't want that "pop!" to be heard before the popcorn actually starts to pop or the "crash" to occur before the block tower comes toppling over. Funny, quirky, spooky, or serious—the sounds included in your animation and how you make them are really all up to you!

Learning Objectives

- Appreciate how sound affects emotions.
- Record good voice acting for animation.
- Match animated mouth shapes to the sounds of speech.
- Design and edit a simple soundtrack for video.
- Add titles and export an animation with sound.

Assignments

Unit 11 Text Questions	Homework	10 points
Unit 11 Online Lab Questions	Homework	10 points
Unit 11 Activity	Homework	15 points
Unit 11 Discussion Assignment 1	Discussion	5 points
Unit 11 Discussion Assignment 2	Discussion	5 points
Unit 11 Quiz	Quiz	15 points



Unit 12: Careers in Animation

Unit Summary

Animation is fun stuff! Who wouldn't want to spend their days making amusing characters do silly things to entertain the masses? Well, perhaps you have a more serious side and would like to apply your talents to medicine or engineering. That is possible for animators too! Whatever your dream, today is the first day on the path to a lifetime of fulfilling work as an animator. Seize the day!

Learning Objectives

- Put together a portfolio of your work.
- Recognize plagiarism and know how to avoid it in animation.
- Pitch your animation project.
- Understand the difference between jobs in animation vs. game design.
- Describe how to protect your digital animation work.

Assignments

Unit 12 Text Questions Unit	Homework	10 points
12 Online Lab Questions	Homework	10 points
Unit 12 Activity 1	Homework	15 points
Unit 12 Activity 2	Homework	15 points
Unit 12 Activity 3	Homework	15 points
Unit 12 Discussion Assignment 1	Discussion	5 points
Unit 12 Discussion Assignment 2	Discussion	5 points
Unit 12 Quiz	Quiz	15 points



Final Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units seven to twelve in this course – the last six units. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points

Art History Modern Syllabus

Course Description

In this course, your journey into art history begins in the late 1700s. At this time in Europe, political upheavals and scientific and technological advances had led to exploration, innovation, and great wealth for many. As you travel forward from this time to the present, you study important Western art movements, artworks, artists, and architecture. You then look at art of the past and present from a global perspective, with travels to China, Japan, Africa, Oceania, Southeast Asia, India, and back to the Americas.

Along the way, you have many opportunities to respond personally to all things art, and you share your insights with your peers through discussion boards. Three projects provide various important interactions with the art, the artists, and the movements.

Please be aware that this course includes depictions of nudity, as many art movements celebrated the human form. A number of important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them. Given the subject matter, the course is extensively visual.

Required Materials

- Internet browser
- audio capability for virtual tours
- word processing software
- presentation software

Course Overview

This course is made up of six units, which are paired by time span and subject area.

- Units 1 and 2 cover Western Art from 1784 to 1950.
- Units 3 and 4 cover Western Art from 1950 to the present.
- Units 5 and 6 cover Global Art.

The course presents material in a variety of ways to allow for increased comprehension of information. This includes readings, videos, interactive content, discussions, and projects. There are opportunities for self-check as well as assessments that allow you to show what you have learned.

Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available, but not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Arts History Modern Syllabus

Course Organization

The units and lessons within them include brief introductions and lists of objectives for intended learning outcomes. Following each introduction, a set of activities takes place over a two-lesson continuum. Each unit pair contains 10 lessons. Each lesson pair contains activities that follow this basic pattern:

- *Art Talk* – Each lesson pair opens with an *Art Talk*. This is a Discussion Board where you are provided an opportunity to respond to an art-related prompt.
- *Travel through Time* – This is the main content presentation for the lesson pair for a given period of art history. Typically, it contains a brief overview video, the historical context for the art movement(s) of the time, characteristics of the art and architecture, and important artists associated with it.
- *That’s a Wrap!* – This brief activity appears at the end of the initial lesson of each lesson pair. It recaps the main takeaway points from the content.
- *Art Show* – Kicking off the second lesson of each lesson pair, this activity presents a virtual art gallery of selected important artworks from the movement(s) being discussed.
- *Art Forum* – This is a Discussion Board through which you explore various pieces of art in depth and respond thoughtfully to the comments of your peers.
- *Checkpoint* – This graded activity uses 10 questions to assess mastery of lesson objectives of each lesson pair. The Checkpoint may be taken multiple times.

Note: The last lesson of the course contains a 25-question Final Exam. There are no Workbook questions or Unit Exams in this elective course.

Each unit pair includes a required project.

- Units 1 and 2: *Closer Look* project
 - The *Closer Look* project is designed to help you “read” art. The steps of this process to help you gain the skills to decipher any work of art. It includes what you see in an artwork, what you think about the work, and why the work matters. Guiding questions help you complete each step. The final product is a presentation about an artwork you choose.
- Units 3 and 4: *Be the Artist!* project
 - The *Be the Artist!* project is designed to help you get to know an artist or architect by “becoming” that person! First, you research and analyze the historical events, personal life experiences, and beliefs that impact an artist/architect and his or her work. Then, you use your findings to create a Q&A interview document in which you answer the questions as the artist. Interview questions are provided for you.
- Units 5 and 6: *Each One Teach One* project
 - The *Each One Teach One* project helps you “teach” an audience of your peers about a movement or style that was not covered in the course. You can choose the movements from a provided. You learn about it yourself as you gather pertinent information about the art movement and an artist and artwork within it. You then design a presentation that is an

Arts History Modern Syllabus

abbreviated version of the “Travel through Time” and “Art Show” elements of the course. Guiding questions are provided for you.

Schedule of Work**Units 1 and 2: Western Art 1784–1950**

- Lessons 1 and 2: Introduction, Neoclassicism, Romanticism, and Realism
- Lessons 3 and 4: Impressionism and Post-Impressionism
- Lessons 5 and 6: Fauvism, German Expressionism, and Early Modern Architecture
- Lessons 7 and 8: Cubism, Constructivism, and Dada
- Lessons 9 and 10: Surrealism, American Realism, and Organic Architecture

Units 3 and 4: Western Art 1950–Present

- Lessons 11 and 12: Abstract Expressionism, Neo-Dada, and International Style
- Lessons 13 and 14: Pop Art, Minimalism, Conceptual Art, and Earth Art
- Lessons 15 and 16: Performance Art, Identity Art, and Activist Art
- Lessons 17 and 18: Street Art, Public Art, and Postmodern Architecture
- Lessons 19 and 20: Spectacle Art, Installation Art, and Interactive Art

Units 5 and 6: Global Art

- Lessons 21 and 22: China and Japan after 1279
- Lessons 23 and 24: Africa
- Lessons 25 and 26: Oceania, Southeast Asia, and India
- Lessons 27 and 28: Art of the Americas
- Lessons 29 and 30: Review and Final Exam

Art History Origins Syllabus

Course Description

In this course, you will journey through time, learning about prehistoric and ancient art, ancient Mediterranean and medieval art, and early European art from the Renaissance through Rococo. You will also learn how to read art and interpret it on a basic level. Since art is best learned through experience and expression, you will have opportunities to experience the art and react to it through discussion boards and projects. The goal of this course is to show how art relates to your life.

Please be aware that this course includes depictions of nudity, as many art movements celebrated the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them. Given the subject matter, the course is extensively visual.

Required Materials

- Internet browser
- audio capability for virtual tours
- word processing
- presentation software

Course Overview

This course is made up of six units, with a pair of units covering a major art period. Each unit has five lessons, and a pair of lessons covers each art movement or sub-period. Lessons present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available for you, but not graded. Please contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief introduction and list of objectives for intended learning outcomes. Following the introduction, a set of activities take place over a two-lesson continuum:

Art History Origins Syllabus

Art Talk and Forum – These are Discussion Boards where you will begin exploring various pieces of art and discussing your perceptions of it, or simply your opinion.

Travel through Time – This is the main content presentation for the two lessons for a given period of art history. Typically, it contains an overview video, the historical context for the art movement(s) of the time, and characteristics of the art and architecture as well as important artists associated with it.

That's a Wrap! – Presented at the end of the first lesson in a two-lesson grouping, this brief activity recaps the main takeaway points from the content.

Art Show – kicking off the second lesson of each two-lesson grouping, the Art Show presents a virtual art gallery of selected important artworks from the time period being discussed. You have the opportunity to explore different facts and anecdotes included in an annotated image of each artwork.

Projects – There are three projects in the course.

- Project 1: Choose artworks from various periods and create a slide presentation to present your observations.
- Project 2: Analyze specific artworks that are presented based on specific observation questions. Then, conduct some research and return to write a second paragraph about how you would change your analysis based on that research.
- Project 3: Follow the inventive example of Leonardo da Vinci and think about an invention that could solve a problem you perceive. Write briefly about the problem, what solution you propose, and how your invention would function. Like Leonardo, you can also create a sketch (hand-drawn or computer-generated) of what your invention would look like.

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives. The Checkpoint may be taken multiple times.

Final Exam – The last lesson of the course contains a 25-question final exam.

Note: There are no Workbook questions or Unit Exams in this elective course.

Art History Origins Syllabus

Schedule of Work

Units 1 and 2: **Introduction to Art, Prehistoric and Ancient Art**

- Lessons 1 and 2: Introduction to Art
- Lessons 3 and 4: Prehistoric Art
- Lessons 5 and 6: Ancient Near Eastern Art
- Lessons 7 and 8: Ancient Egyptian Art
- Lessons 9 and 10: Ancient Far Eastern Art

Units 3 and 4: **Ancient Mediterranean and Medieval Art**

- Lessons 11 and 12: Greek Art
- Lessons 13 and 14: Roman Art
- Lessons 15 and 16: Celtic and Viking Art
- Lessons 17 and 18: Byzantine and Islamic Art
- Lessons 19 and 20: Romanesque and Gothic Art

Units 5 and 6: **Early European Art**

- Lessons 21 and 22: Early Renaissance
- Lessons 23 and 24: High Renaissance
- Lessons 25 and 26: Northern Renaissance, Venetian Renaissance, and Mannerism
- Lessons 27 and 28: Baroque and Rococo
- Lessons 29 and 30: Final Exam Review
- Lesson 30: Final Exam Review and Final Exam

ART DEVELOPMENT LEVEL 1**Course Description**

The importance of fine arts is a benefit, not just to the older student and population, but is a necessary area of development for the young student who will benefit with it in all areas of education. Art provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop what they already know as a source of knowledge and creativity. It is important for the student to make a connection between the verbal and visual; logic and emotions; imagination and reality. Art offers the student an opportunity to express feelings and emotions in their drawings and with color. The fine art program promotes self-esteem and self-awareness as it enhances personal fulfillment. Children have a wonderful imagination that, if encouraged, will be needed throughout their life. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Again, this is a necessity in lifetime experiences. The student will see the artistic expressions and inventions from cultures around the world that are part of the history of mankind and development. Modern media provides many opportunities to the student. However, the student has the benefit to experience it more closely in art classes. Repetition, important for young children, is evident in these lessons. Repetition is provided at different age levels while using various tools and mediums. Home, family and friends, pets, and toys are the young student's world. The student will begin with their personal world as they think they know it, and discover so much more about it. These lessons provide a deeper awareness of the world immediately around them, and eventually their journey will grow from there. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.

Course Requirements

Grade Level

Elementary

Materials

Basic Art and Crafting Supplies

Duration

1 Semester

Prerequisites

none

ART DEVELOPMENT LEVEL 1**Technology Skills**

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Major Concepts

- Cooperation
- Self-expression
- Promotes greater awareness of details
- Promote development of fine motor skills
- Colors
- Lines
- Shapes
- Symmetry/mirror painting
- Printmaking

ART DEVELOPMENT LEVEL 2

Course Description

The importance of fine arts is a benefit, not just to the older student and population, but is a necessary area of development for the young student who will benefit with it in all areas of education. Art provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop what they already know as a source of knowledge and creativity.

It is important for the student to make a connection between the verbal and visual; logic and emotions; imagination and reality. Art offers the student an opportunity to express feelings and emotions in their drawings and with color. The fine art program promotes self-esteem and self-awareness as it enhances personal fulfillment. Children have a wonderful imagination that, if encouraged, will be needed though out their life. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Again, this is a necessity in lifetime experiences.

The student will see the artistic expressions and inventions from cultures around the world that are part of the history of mankind and development. Modern media provides many opportunities to the student. However, the student has the benefit to experience it more closely in art classes.

Repetition, important for young children, is evident in these lessons. Repetition is provided at different age levels while using various tools and mediums.

Home, family and friends, pets, and toys are the young student's world. The student will begin with their personal world as they think they know it, and discover so much more about it. These lessons provide a deeper awareness of the world immediately around them, and eventually their journey will grow from there.

Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.

ART DEVELOPMENT LEVEL 2**Course Requirements**

Grade Level

Elementary

Materials

Basic Art and Crafting Supplies

Duration

1 Semester

Prerequisites

none

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Major Concepts

- Cooperation
- Self-expression
- Promotes greater awareness of details
- Promote development of fine motor skills
- Colors
- Lines for texturing and action
- Shapes
- Symmetry/mirror painting
- Printmaking
- Create artwork using various mediums
- Mixing mediums for artwork

ART DEVELOPMENT LEVEL 3

Course Description

The Art program provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop their personal source of knowledge and creativity. Art offers the student the opportunity to experience a connection between the verbal and visual; logic and emotions; imagination and reality. The student is guided and encouraged to express feelings and emotions in their drawings and with color while promoting self-esteem and self-awareness in personal fulfillment. The imagination in children is encouraged in art. However, it will assist them in their other studies as well. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. The student is introduced to some of the artistic expressions and techniques from cultures around the world. Modern technology provides opportunities for the student to observe this history. The art student will use some of these elements themselves in their own artwork. Repetition, important for children, is provided at different age levels while using various tools and mediums. Home, family, traditions, friends, pets, and toys are the young student's world. The student will explore what they know of their world. These lessons provide a deeper awareness of the world immediately around them where their journey is just beginning. As an individual each student is gifted with unique talents and ideas. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which they live.

ART DEVELOPMENT LEVEL 3**Course Requirements**

Grade Level

Elementary

Materials

Basic Art and Crafting Supplies

Duration

1 Semester

Prerequisites

none

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Major Concepts

- Increase self-confidence
- Develop awareness of cooperation
- Enhance the use of imagination
- Elements of Color
- Various art forms
- Attention to detailing
- Feeling materials to make art
- Combining art forms
- Discovering effects of light

ART DEVELOPMENT LEVEL 4

Course Description

The Art program provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop their personal source of knowledge and creativity. Art offers the student the opportunity to experience a connection between the verbal and visual; logic and emotions; imagination and reality. The student is guided and encouraged to express feelings and emotions in their drawings and with color while promoting self-esteem and self-awareness in personal fulfillment. The imagination in children is encouraged in art. However, it will assist them in their other studies as well. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. The student is introduced to some of the artistic expressions and techniques from cultures around the world. Modern technology provides opportunities for the student to observe this history. The art student will use some of these elements themselves in their own artwork. Repetition, important for children, is provided at different age levels while using various tools and mediums. Home, family, traditions, friends, pets, and toys are the young student's world. The student will explore what they know of their world. These lessons provide a deeper awareness of the world immediately around them where their journey is just beginning. As an individual each student is gifted with unique talents and ideas. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which they live.

ART DEVELOPMENT LEVEL 4**Course Requirements**

Grade Level

Elementary

Materials

Basic Art and Crafting Supplies

Duration

1 Semester

Prerequisites

none

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Major Concepts

- Review of art basics
- Learn the importance of composition and rhythm in artwork
- Learn and experience the influences of other cultures and master artists
- Use self-expression through ideas and personal experiences
- Experience self-discovery by using various art forms
- Increases self-confidence

Character Education Syllabus

Course Description

In this course, students learn about the main character traits, which are truthfulness, trustworthiness, responsibility, diligence, integrity, respect, caring, and fairness. They analyze and interpret specific situations that demonstrate these traits. Then, in the next part of the course, students discover how to define and recognize bullying and cyberbullying, and they learn how they negatively impact everyone involved. Students develop a bullying prevention mindset by learning safe and appropriate strategies to respond to bullying situations. Finally, as a member of their neighborhood, their city, and their country, students learn about good citizenship by describing the rights, duties, and privileges included in it.

Course Objectives

- Describe truthfulness and trustworthiness by identifying their characteristics.
- Identify truthfulness and trustworthiness by analyzing situations.
- Develop truthfulness and trustworthiness by demonstrating them in personal, social, and academic interactions.
- Describe responsibility and diligence by identifying their characteristics.
- Identify responsibility and diligence by analyzing situations.
- Develop responsibility and diligence by demonstrating them in personal, social, and academic interactions.
- Describe integrity and respect by identifying their characteristics.
- Identify integrity and respect by analyzing situations.
- Develop integrity and respect by demonstrating them in personal, social, and academic interactions.
- Describe caring and fairness by identifying their characteristics.
- Identify caring and fairness by analyzing situations.
- Develop caring and fairness by demonstrating them in personal, social, and academic interactions.
- Describe bullying and cyberbullying by identifying their characteristics and methods.
- Identify bullying and cyberbullying by analyzing situations.
- Describe the effects of being bullied and bullying others by analyzing their impact.
- Establish a bullying prevention mindset by developing positive character traits.
- Respond to bullying situations by using appropriate and safe strategies.
- Describe good citizenship by explaining the rights, duties, and privileges that are included in it and how they relate to one another.
- Identify good citizenship by analyzing situations.
- Demonstrate good citizenship by accepting the rights, performing the duties, and earning the privileges included in it.

Character Education Syllabus

Required Materials

Course Overview

This course is made up of six units, each of which has five lessons. Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Prepare to Learn

Students are briefly introduced to the different character traits. They are asked questions to reflect on what they may already know about the trait in order to prepare them for what they are going to learn.

Texts

Each lesson, except for the last lesson in each unit and Lesson 29, has two text pieces. For most of the lessons, while the first text piece focuses on describing the main character traits, the second piece analyzes and interprets specific situations to identify the related character traits. The text pieces include images that support the content.

Assessment

Workbook

Students are provided with 1 to 4 computer-graded questions after each text piece in the lesson to allow them to apply the concepts they just learned in the text.

Checkpoint

These computer-graded activities include 2 to 6 questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5, and the first three lessons of Unit 6.

Self-Assessment

These computer-graded activities include 2 to 4 questions at the end of each unit. They provide an opportunity for students to assess their development of the character traits presented in the unit. Because this is a self-assessment, students earn full credit if they correctly follow the directions.

Final Exam

This computer-graded activity assesses mastery of course objectives related to defining and identifying the character traits presented throughout the course.

Character Education Syllabus

Discussions

There are two teacher-graded discussion boards in each unit. These activities provide students with the opportunity to discuss ideas related to the character traits presented in the corresponding lessons. Students are encouraged to share their ideas and opinions regarding the content. Although each discussion prompt can be used to encourage

conversations between students, students are not required to reply to the responses of others in order to complete the discussion board assignment.

Project

There is only one project, in Unit 5, that addresses standards in context. The project consists of five parts. Students research and create a public service announcement over the course of five lessons, and then they upload their completed project for the teacher to grade in Lesson 25. The project requires students to apply their knowledge and writing capabilities to demonstrate mastery of the lesson/unit content, which involves bullying.

Character Education Syllabus

Schedule of Work

Unit 1: Truthful and Trustworthy

- Prepare to Learn (Lessons 1 and 3)
- Lesson Content (Lessons 1 to 4)
 - Texts
 - Workbooks
- Discussion (Lessons 2 and 4)
- Checkpoint (Lessons 1 to 4)
- Unit Review (Lesson 5)
- Self-Assessment (Lesson 5)

Unit 2: Responsible and Diligent

- Prepare to Learn (Lessons 6 and 8)
- Lesson Content (Lessons 6 to 9)
 - Texts
 - Workbooks
- Discussion (Lessons 7 and 9)
- Checkpoint (Lessons 6 to 9)
- Unit Review (Lesson 10)
- Self-Assessment (Lesson 10)

Unit 3: Integrity and Respect

- Prepare to Learn (Lessons 11 and 13)
- Lesson Content (Lessons 11 to 14)
 - Texts
 - Workbooks
- Discussion (Lessons 12 and 14)
- Checkpoint (Lessons 11 to 14)
- Unit Review (Lesson 15)
- Self-Assessment (Lesson 15)

Unit 4: Caring and Fair

- Prepare to Learn (Lessons 16 and 18)
- Lesson Content (Lessons 16 to 19)
 - Texts

Character Education Syllabus

- Workbooks
- Discussion (Lessons 17 and 19)
- Checkpoint (Lessons 16 to 19)
- Unit Review (Lesson 20)
- Self-Assessment (Lesson 20)

Unit 5: Bullying Prevention

- Prepare to Learn (Lessons 21 and 23)
- Lesson Content (Lessons 21 to 24)
 - Texts
 - Workbooks
- Discussion (Lessons 22 and 24)
- Checkpoint (Lessons 21 to 24)
- Unit Review (Lesson 25)
- Self-Assessment (Lesson 25)
- Project (Lessons 21 to 25)

Unit 6: Good Citizenship

- Prepare to Learn (Lessons 26 and 28)
- Lesson Content (Lessons 26 to 28)
 - Texts
 - Workbooks
- Discussion (Lessons 27 and 29)
- Checkpoint (Lessons 26 to 28)
- Unit Review (Lesson 29)
- Self-Assessment (Lesson 29)
- Practice Tests (Lesson 30)
- Final Exam (Lesson 30)

Criminology and Forensics Syllabus

Course Description

Criminology and Forensics is a beginner level course on the topics of crime and forensic procedures. This course covers topics on crime and criminology, witnesses and perpetrators, and the crime lab. The course follows a story line of two college interns who discover a series of connected crimes in a suburban setting.

Suggested Course Objectives

Prerequisites: None

- Explain the basics of criminal law.
- Summarize the roles and methods of professionals working in criminology.
- Summarize the roles and methods of different forensics occupations.
- Demonstrate a basic understanding of modern crime theories, crime statistics, and efforts to control crime.
- Understand the roles of people who work to prevent crime.
- Explain the victim and witness roles.
- Describe eyewitness interviews and common complications.
- Compare criminology's individual and social approaches to the criminal mind.
- Understand the role of mental illness in crime and the criminal justice system.
- Describe how courts and law enforcement define and test for insanity.
- Describe basic forensic methods and processes.
- Summarize the process for the forensic investigation of a crime scene.
- Understand how forensic evidence is collected and tested.
- Describe the process, techniques, and goals of an autopsy.
- Contrast real forensic practice and results with popular misconceptions of the practice.

Required Materials

- Word processing software
- Internet browser
- pen and paper (for notes)

Criminology and Forensics Syllabus

Course Organization

Each pair of units begins with a video showing the story of Jordan, a college intern at the local newspaper, and Cristina, a college intern at the Crime Lab. Students will then proceed through a series of activities presented in the following order:

Odd Lessons (1, 3, 5, etc.)

Warm Up Discussion - a short discussion board prompt asking students to use their prior knowledge about a topic to engage in a discussion about topics that will be related to the content in the lesson.

Key Terms - a list of the new vocabulary present in the lesson along with their definitions.

Instruction - there will be between 3 and 8 different direct instruction activities in each lesson which will be composed of text, interactive questions, interactive activities, images, and videos.

Main Discussion - a discussion board prompt for students to engage in an informed discussion. This activity should be graded based on students' abilities to use proper logic and reasoning to support their arguments, with evidence drawn from the text of the lesson.

Even Lessons (2, 4, 6, etc.)

Enrichment - The enrichment pieces are provided for students to go one-step-further in their exploration of a topic. Teachers are given the freedom to include an alternative activity for students if they wish, rather than having them work on these enrichment pieces. If teachers do wish for students to submit these pieces, the teachers will need to use the teacher's notes to give students directions on how to submit these pieces. Otherwise, students should complete these activities on their own in a notebook or on a local copy on their computer. These activities are ideal opportunities for teachers to award extra credit or make-up credit for students who need additional points toward their grades.

Project - There are 3 projects in this course, each titled "The Crime Connection;" the second project has "part 2" and the third project has "part 3" added to the title. The projects ask students to take part in the investigations that Cristina and Jordan are conducting. Students are expected to give longer answers (3-5 sentences in most cases) to questions designed to get them to think about the study of crime as well as the forensic procedures put into place. Projects are submitted in lessons 8, 18, and 28.

Lesson Recap - a set of questions for students to answer in their notes regarding the items presented in the previous lesson. Students who struggle to answer these questions should seek help from their instructor.

Checkpoint - A set of 10 questions which test students on the main objectives from the lesson. These activities are defaulted to 3 attempts.

Criminology and Forensics Syllabus

Exceptions

Lessons 9, 19, 29

Contains the same 4 activity types as odd lessons, but will also contain the Enrichment piece from even lessons in order to leave more time in the following lesson for the Exam.

Lessons 10 and 20

Lesson Recap - same type of activity as seen in other even lessons.

Units Review - A set of questions designed to help students review for their unit exam which will cover both units. If students struggle to answer the questions, they should contact their instructor for additional help before taking the unit exam.

Unit Exam - A set of 30 questions testing the information present in either Units 1 and 2 or Units 3 and 4. Questions are present from the following types: multiple choice, multiple answer, and true/false questions. All questions are automatically graded by the system. The default setting is only 1 attempt on these activities, as questions are not drawn from a pool. Multiple attempts would deliver the same questions to the students each time.

Lesson 30

Lesson Recap - same as the lesson recap activities in other even lessons.

Units Review - Same as the unit reviews in lessons 10 and 20.

Final Exam - A set of 30 questions testing the information present in the entire course. Questions are present from the following types: multiple choice, multiple answer, and true/false questions. All questions are automatically graded by the system. The default setting is only 1 attempt on these activities, as questions are not drawn from a pool. Multiple attempts would deliver the same questions to the students each time.

Optional: Finish the Story - A single page with the videos which complete Jordan and Cristina's adventures. These videos are also present in the follow up course: Criminology and Justice. However, the courses are independent, so a student may not want to take the second course or may have taken them out of order. In either case, the videos are available for students to watch if they want to conclude the story. No assessments are tied to these videos.

Criminology and Forensics Syllabus

Schedule of Work

Every pair of units has a similar schedule of work for students. This schedule includes the following estimations for time students should spend on each activity. Students who spend less than the recommended time on any activity should be encouraged to use that time on the Enrichment, Discussion, or Project pieces instead.

- Warm Up Discussion
- Key Terms
- Direct Instruction reading and videos
- Main Discussion
- Enrichment
- Project or Unit Review
- Lesson Recap
- Checkpoint or Exam

Topics

- Crime and Criminology
 - The Study of Crime
 - Criminal Justice Professionals
 - How Science Solves Crime
 - Crime Theory
 - Who Prevents Crime?
- Witnesses and Perpetrators
 - The Challenges of Victims and Witnesses
 - The Eyewitness
 - The Criminal Mind
 - Mental Health and the Criminal Justice System
 - The Insanity Defense
- Inside the Crime Lab
 - Forensic Evidence
 - Crime Scene Procedure
 - Processing Evidence
 - The Autopsy
 - The CSI Effect

Entrepreneurship Syllabus

Course Description

In this course, students learn about entrepreneurship from a number of different angles: the characteristics that many entrepreneurs share; the function of innovation and competition in small business success; the important role that entrepreneurship plays in the economy; and how to start, grow, and exit from a small business. Much of the course content is also referenced in the two projects which are based on real-world tasks that business owners complete. Generating ideas for unique products or services is the focus of the first project; writing a business plan is the focus of the second. Final grades are based on ability to demonstrate what has been learned through a variety of assessment types: workbook questions, discussion boards, checkpoints, a final exam, and two multi-step projects.

Required Materials

- internet browser
- word processing software
- pen and paper for notes
-

Course Organization

The course consists of six units. Each unit ranges from four to six lessons with a total of 30 lessons. The course also features media such as

- a course introduction video
- infographics
- an interactive Venn diagram
- a career connections video interview

Here is a brief description of the types of activities included in the course:

- **Direct Instruction** is the new content of the lessons. Annotations are included in this category.

Practice Questions are ungraded, in-text questions designed to check for understanding. Students are provided three attempts to answer these and are given feedback for incorrect answers.

Design for Purpose boxes are included in the direct instruction pieces and fulfill various functions. For example, they can offer study tips, fun facts, or key ideas, to name a few.

Entrepreneurship Syllabus

- **Workbook Questions** are found at the end of many of the lessons and are graded.
- **Discussion Boards** are often compared to class discussion or class participation in brick and mortar classrooms because they are designed to get students to think deeply and respond thoughtfully to their peers on course topics. In this course, discussion boards are considered summative assessments and are graded. There are six in the course.
- **Checkpoints** test students on the content of the lesson. In this course, the number of questions ranges from 1-10 per lesson.
- **The Projects** are real-world tasks that entrepreneurs and small business owners perform. The first project spans Unit 2. The second project spans Units 3 and 4.
- **The Final Exam** assesses how well the student has learned the course content. It consists of 25 questions.

Topics

Unit 1: What Is Entrepreneurship?

- How to Use This Course
- Lesson 1: Do You Have What It Takes?
- Lesson 2: Artists and Techies as ... Entrepreneurs?
- Lesson 3: Risky Business Is Business as Usual (to an Entrepreneur)
- Lesson 4: Mind Your Business!
- Lesson 5: To Regulate or Not to Regulate

Unit 2: What Is the Creative Process?

- Lesson 6: Preparation
- Lesson 7: Incubation and Illumination
- Lesson 8: Evaluation
- Lesson 9: Implementation

Unit 3: How Do I Start a Business?

- Lesson 10: The Nuts and Bolt of Starting a Business
- Lesson 11: It's Time to Expand
- Lesson 12: Creating a Business Plan Is Easy!
- Lesson 13: What's the Problem?
- Lesson 14: It Takes a Bit of Detective Work

Entrepreneurship Syllabus

Unit 4: How Do I Market a Business?

- Lesson 15: Competition Is Essential in Business
- Lesson 16: The Customer Is in the Details
- Lesson 17: A Marketing Plan and Business Plan Go Together
- Lesson 18: The What, How, and Why of Promotional Plans
- Lesson 19: Revenue Streams Are the Entrepreneur's Dream
- Lesson 20: The Costs of Doing Business

Unit 5: What Goes into Developing a Business?

- Lesson 21: Risks in Business
- Lesson 22: Business Departments and Cars Have Lots in Common
- Lesson 23: Hats, Shoulders, and Recipes ... in Business? Yep!
- Lesson 24: There's More to Business Than the Bottom Line
- Lesson 25: A Leader's Day: Making Changes, Building Relationships

Unit 6: Planning Exit Strategies and Course Review

- Lesson 26: When to Say Goodbye
- Lesson 27: Review Units 1-2
- Lesson 28: Review Units 3-4
- Lesson 29: Review Unit 5
- Lesson 30: Final Exam

Fashion Design A&B Syllabus

Course Description

In Fashion Design 1 of 2, students learn the basics of what it takes to have a career in fashion design. They explore the foundations of fashion design in detail, including colors, fabrics, and fashion design tools. The course is graded based on the students' ability to demonstrate knowledge through two multistep projects, a series of checkpoints, and a final exam.

Course topics include

- investigating color and the elements of design
- identifying and comparing fabrics
- using machines and technology

Course Objectives

- Interpret a color wheel and recognize basic color schemes.
- Define and illustrate the principles of design and elements of design.
- Identify and recognize a variety of fabrics and how they are constructed.
- Compare natural and synthetic fabrics.
- Identify fabrics appropriate for various purposes.
- Identify and explain the purpose of sewing machine parts.
- Interpret written instructions and math skills as they relate to a basic sewing project.
- Identify technology utilized in the design field.
- Identify the appropriate tools and equipment for fashion design.
- Demonstrate the proper and safe use of tools and equipment.

Required Materials

- word processing software
- Internet browser
- pen and paper (for notes)

Fashion Design A&B Syllabus

Course Organization

Units and lessons are presented as unit and lesson pairs. Each lesson pair includes

Warm Up Discussion - Short discussion board prompts ask students to use their prior knowledge about a topic covered in the upcoming lesson.

Key Terms - Key term lists provide students with definitions of new vocabulary words.

Instruction - Direct instruction activities engage students through text, interactive questions, interactive activities, images, and videos.

Lesson Recap – A series of questions shepherd students through a review of the direct instruction content. Students who struggle to answer these questions should seek help from their teacher.

Projects- Two projects guide students in transferring their newly acquired content knowledge to real life scenarios. Units 1 and 2 contain the project “Fashion Fix.” Units 3 and 4 include the project “Making a Comeback.” For the grade book, they are labeled as Project 1 and Project 2.

Highlights/Optional Enrichment – In Units 5 and 6, optional enrichment pieces allow students to further explore a topic in Lessons 24 and 28. Students either complete the activities on their own or submit them to their teacher. (If the latter is preferred, teachers need to give students directions on how to submit these pieces.) These activities are ideal opportunities for teachers to award extra credit or make-up credit for students who need additional points toward their grades. Alternatively, teachers may include their own enrichment activities in lieu of the ones provided.

Checkpoint - A set of 10 questions tests students on the main objectives from the lesson. These activities are defaulted to three attempts.

Topics

- **Units 1 and 2: Color and Elements**
 - Introduction to Fashion
 - The Color Wheel
 - Color Perception
 - Elements of Design
 - Color, Design, and Style

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- **Units 3 and 4: Fabric**
 - Types of Fabric
 - Natural and Synthetic Fibers
 - Fabric Construction
 - Fabric Application and Finishes
 - Fabric Today
- **Units 5 and 6: Machines and Technology**
 - Hand Sewing Techniques
 - Interpret Patternmaking Instructions
 - Introduction to Machine Sewing
 - Zippers and Buttons
 - Tools, Equipment, and Safety

In Fashion Design 2 of 2, students will learn what it takes to succeed in a career in the fashion industry. Students will start this course by exploring the educational requirements and skills necessary for the world of fashion and how to prepare now for their dream job. Then they will research the vast variety of jobs available within the industry and some of the key knowledge topics for success. This course is graded based on students demonstrating their knowledge through checkpoints, projects, and a final exam.

Course topics include:

- Identifying the knowledge and skills needed to enter a career in fashion
- Exploring the different career options in fashion
- Identifying the different ways to gain the required skills for fashion careers
- Describing ways to effectively communicate with others in the workplace
- Identifying important tools and trends for success in fashion

Course Objectives

- Identify ways to be better prepared for careers by recalling skills necessary to succeed.

Fashion Design A&B Syllabus

- Explain the importance of a portfolio by recognizing key components.
- Describe how to make a good first impression by recognizing appropriate behavior in the workplace.
- Describe ethical behavior by identifying key attributes a person demonstrates.
- Describe different styles of communication by identifying them in workplace scenarios.
- Describe how to solve problems in the workplace by identifying effective conflict resolution skills.
- Describe the interrelationship of careers in the fashion industry by identifying how they work together to support the industry.
- Identify different career options in the fashion industry by researching the requirements for careers that interest you.
- Describe the benefits of advertising by recognizing the importance of brand awareness.
- Describe some of the trends that affect the fashion industry by categorizing the trends as legislative, economic, or social.

Required Materials

- Internet browser
- word processing software
- pen and paper (for notes)
- method for delivering a presentation (for a course project), such as:
 - slide show presentation software
 - video recording software
 - poster creation software
 - voice recording software

Course Organization

This course is made up of six units. Each unit has five lessons, for a total of 30 lessons. For units 1 through 5, the last lesson in each is a review of the content that was just addressed. Unit 6 reviews all content covered in the course. Some activities are graded by the program software, while others are graded by the instructor. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

The following is a brief description of each type of activity you will find in the course.

Direct Instruction – There are one to two direct instruction activities per lesson.

Fashion Design A&B Syllabus

Discussion Board – This activity is graded by the instructor and allows the student to interact and communicate with classmates and the instructor about the subject of the discussion. Not all lessons contain a discussion board.

Lesson Recap – This activity highlights some of the main concepts in the form of questions. Understanding and knowing the answers to these questions will help students be prepared for future exams.

Checkpoint – Checkpoints are found in the second and fourth lessons of units 1 through 5. Each checkpoint addresses content from the current lesson and the one previous. Checkpoint questions have anywhere from three to eight assessments and may be taken up to three times.

Project – There are two projects in the course, and each has five steps. The first project, titled Planning for a Career, is found in units 2 and 3. It prompts students to create SMART goals or a resume in preparation for a fashion career. The second project, titled Careers in Design, is found in units 4 and 5. It prompts students to research three different careers in fashion and present their findings.

Topics

Unit 1: Knowledge Is Power

- Knowledge
- Organizations
- Skills
- Time
- Unit 1 Review

Unit 2: Preparing for a Fashion Career

- Setting the Target
- Career Ready
- Interviewing
- Ethics
- Unit 2 Review

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Unit 3: Communication

- Workplace Courtesy
- Communication Styles
- Teamwork
- Lasting Impact
- Unit 3 Review

Unit 4: Career Exploration

- Fashion Industry
- Fashion Careers
- Career Levels
- Career Levels Continued
- Unit 4 Review

Unit 5: Tools and Trends

- Brands
- Advertising
- Advertising Continued
- Industry Outlook
- Unit 5 Review

Fashion Design A&B Syllabus

Unit 6: Course Review

- Unit 1 Review
- Unit 2 Review
- Unit 3 Review
- Unit 4 Review
- Unit 5 Review / Final Exam

Gaming Unlocked Syllabus

Course Description

Games have been played for thousands of years. People love to find ways to entertain themselves. In this course, the student becomes the gamemaster! Students will learn the basics of gaming, from what makes games fun to what makes them work. Students will explore all types of games in this course, including mental games, board games, and video games. The course focuses on developing a student's ability to recognize good gameplay mechanics and the steps necessary to produce a game. This course does NOT require students to know or learn a programming language. The emphasis is on the history and design of games and the different careers available in the game industry.

Suggested Prerequisites: none

Course Objectives

- Demonstrate understanding of current trends and the historical significance of both electronic and nonelectronic games. Students will analyze different game systems and identify how these systems have influenced consumer technology.
- Analyze the core tasks and challenges of video game design and explore the methods used to create and sustain player immersion.
- Demonstrate mastery of game art and multimedia, including music, sound, art, and animation.
- Understand the impact of games and the role of play in human culture. Analyze the ethics and global impact of the game industry.

Required Materials

- word processing software
- Internet browser
- pen and paper (for notes)

Course Organization

The first four lessons of each unit follow this general outline. The first lesson of the course has an additional activity at the start to introduce students to the course and explain important features and functionalities.

1. Warm-Up Project
Questions to get students talking about the topics and activate prior knowledge. Grading rubrics are provided. Students should not be considered experts at this time in their work.
2. Direct Instruction
3. Direct Instruction (continued)

Gaming Unlocked Syllabus

4. Enrichment Activity or Project Check-in
Enrichment Activity: These are interactive elements, such as games or mini-projects designed to get students digging into the content in fun and interesting ways.
Project Check-In: If there are project-related Development Objectives taught in the lesson, then there will be a project check-in provided for students to work on their projects for the course.
5. Graded Discussion
 Two to three open-ended prompts to meet the objective. Follow up questions for instructors to use to help continue the conversation are available in the Resource Guide.
6. Lesson Review
 Infographic summarizing the major points for the lesson
7. Checkpoint

The **fifth lesson** of each unit follows this outline.

1. Warm-Up Project
2. Direct Instruction
3. Direct Instruction (continued)
4. Graded Discussion
5. Lesson Review
6. Unit Exam
7. Project Check-In or Submission

Lesson 30 follows this outline:

- Activity 1: Unit 1 Review
- Activity 2: Unit 2 Review
- Activity 3: Unit 3 Review
- Activity 4: Unit 4 Review
- Activity 5: Unit 5 Review
- Activity 6: Unit 6 Review
- Activity 7: Final Exam

Gaming Unlocked Syllabus

Schedule of Work

The times noted above were designed to give students plenty of time for exams and projects. If students spend less time on an activity than what is recommended, they should be encouraged to apply their extra time towards their projects.

Topics

- Intro to Gaming
 - Learn to Play
 - Benefits of Play
 - Basics of Gameplay, Part 1
 - Basics of Gameplay, Part 2
 - Genres
- The Game Experience
 - Levels
 - Perspective
 - World
 - Characters
 - A Distinct Experience
- Art in Gaming
 - Fundamentals of Art in Gaming
 - 3-D Effects
 - Story
 - Cutscenes
 - Other Roles in Game Art
- Game Design
 - Programming and User Experience
 - Game Design & Level Editing
 - Positive Impacts
 - Player Immersion
 - Prototyping I

Gaming Unlocked Syllabus

- Platforms and Hardware
 - Consoles and PCs
 - Internet, Mobile, and Tablet Games
 - Hardware
 - Other Members of the Design Team
 - Prototyping II
- Games in the World
 - Video Games' Contribution to the Market
 - Video Games' Impact in Industry
 - Copyrights & Trademarks
 - Piracy

Graphic and Web Design Syllabus

Graphic and Web Design Syllabus

Course Description

Welcome to Graphic & Web Design! This course is an introduction to how, through design, we are able to communicate visually with one another. Each unit will cover topics such as the principles and elements of design or printing and publishing projects. By understanding the foundation of visual communication through design, this course will be a great introduction to a career path that could potentially do for you!

Required Materials

- internet browser
 - sketchbook or loose-leaf paper with no lines
 - writing utensil
-

Course Objectives

Unit 1

Welcome to Unit 1. This unit will cover the origins and basic tools of design and help prepare you for your introduction to the field. By the end of the unit, you will be able to:

- Identify the role of the media in graphic and web design by exploring the history and evolution of media and media technology.
- Explain the functionality of the internet, intranet, and extranet by describing how each are used in a media environment.
- Distinguish between the elements and principles of design by identifying them in an image or layout.
- Determine the difference between art and design by identifying the purpose of the work.
- Describe colors in greater depth by identifying hue, tint, value, shade, color schemes, and color models.
- Start building a portfolio by designing graphics in a personal journal.
- Interpret various typefaces by identifying their basic typography characteristics.

Lesson 1

- Connect the role of media to graphic and web design by identifying the history and evolution of media and emerging technology.

Graphic and Web Design Syllabus

- Build a portfolio by designing graphics in their personal journal.

Lesson 2

- Determine the difference between art and design by recalling the definitions of art and design.
- Identify the uses of the internet, intranet, and extranet by determining how each is used in a media environment.
- Describe types of typography by identifying their basic structure.
- Interpret various typefaces by identifying their basic characteristics.
- Explain the functionality of the internet, intranet, and extranet by describing how each is used in a media environment.

Lesson 3

- Name the basic principles of graphic design by identifying them in an image or layout.
- Distinguish between the elements and principles of design by identifying them in an image or layout.

Lesson 4

- Name the basic elements of graphic design by identifying them in an image or layout.
- Identify web layouts and navigation menus by exploring popular web building websites.
- Distinguish between the elements and principles of design by identifying them in an image or layout.

Lesson 5

- Identify color patterns by defining additive and subtractive colors.
- Describe colors in depth by identifying hue, tint, value, and shade.
- Recognize a color scheme by determining the importance of the colors selected.

Unit 2

- Describe how to manage files by applying naming conventions, file organization, and file transfer methods.
- Explain the pros and cons of keyboard shortcuts by identifying essential keyboard commands and describing their functions.
- Distinguish between various software programs by describing when to use them in a given design project.
- Identify the difference between digital and printed color by comparing and contrasting color models.
- Differentiate between raster and vector images by identifying their attributes and uses.

Graphic and Web Design Syllabus

- Plan a photoshoot and describe how to capture, import, and transfer images by identifying the proper photography equipment.
- Describe how to protect design equipment by identifying physical and digital risks and ways to prevent them.
- Describe the ethics of design by identifying accessibility requirements and the importance of diversity.

Lesson 6

- Describe how to manage files by applying naming conventions, file organization, and file transfer methods.
- Explain the pros and cons of keyboard shortcuts by identifying essential keyboard commands through a description of their functions.

Lesson 7

- Identify the difference between digital and printed color by comparing and contrasting color models.

Lesson 8

- Distinguish between various software programs by describing when to use them in a given design project.
Differentiate between raster and vector images by identifying their attributes and uses.

Lesson 9

- Plan a photoshoot and describe how to capture, import, and transfer images by identifying the proper photography equipment.

Lesson 10

- Describe how to protect design equipment by identifying physical and digital risks and ways to prevent them.
- Describe the ethics of design by identifying accessibility requirements and the importance of diversity.

Unit 3

- Describe how design teams complete their projects by identifying the roles in a design team and the steps in the creative process.
- Identify the appropriate medium for a design project by identifying the purpose, content, and audience.

Graphic and Web Design Syllabus

- Create legal and well-founded design projects by identifying the importance of research, trustworthy sources, respecting intellectual property laws, and proofreading.
- Describe how to present and archive a finished project by identifying the proper file formats.

Lesson 11

- Describe how design teams complete their projects by identifying the roles in a design team and the steps in the creative process.

Lesson 12

- Create well-founded design projects by identifying the importance of research and trustworthy sources.

Lesson 13

- Create legal design projects by recognizing choices that would break intellectual property laws or be considered plagiarism.
- Distinguish between plagiarism and copyright infringement by describing the consequences of each and identifying examples.

Lesson 14

- Describe how design teams communicate with their clients by identifying the function of job proposals, estimates, and timelines.
- Identify the appropriate medium for a design project by identifying the purpose, content, and audience.

Lesson 15

- Describe how to present and archive a finished project by identifying the proper file formats.

Unit 4

- Prepare a project for print by describing how to pick between printing methods, paper options, finishing techniques.
- Describe how to prepare a file for printing by identifying the purpose of preflighting, bleed lines, and crop lines.

Graphic and Web Design Syllabus

- Describe how to design for the web by identifying the available publishing programs, comparing different output devices, and recognizing the importance of responsive design.
- Create design content to post on an active website by applying the principles and elements of design to layout programs.

Lesson 16

- Describe how to pick between paper options by identifying their pros and cons.
- Describe how to prepare a file for printing by identifying the purpose of preflighting, bleed lines, and crop lines.

Lesson 17

- Describe how to pick between printing methods by identifying their pros and cons.

Lesson 18

- Format a page for print by considering page size, orientation, margin, and bleed.
- Put together a complex project by describing binding, finishing, and folding options.

Lesson 19

- Prepare a project for print by describing how to pick between printing methods, paper options, and finishing techniques.

Lesson 20

- Describe how to design for the web by identifying the available publishing programs, comparing different output devices, and recognizing the importance of responsive design.
- Create design content to post on an active website by applying the principles and elements of design to layout programs.

Unit 5

- Describe how to create a professional impression by identifying professional language, dress, etiquette, and portfolio presentation, as well as the importance of editing.
Describe the field of graphic design by identifying the job opportunities, key skills, common roles, and average salary.
- Compare work in graphic design to web design by describing the similarities and differences in opportunities, key skills, common roles, and average salary.
Identify careers related to graphic design by identifying similar job requirements, growing industries, and opportunities for further education.

Lesson 21

Graphic and Web Design Syllabus

- Describe how to create a professional impression by identifying professional language, dress, etiquette, and portfolio presentation.
- Present a client with professional designs and communications by identifying the steps and importance of proofreading.

Lesson 22

- Describe the field of graphic design by identifying its job opportunities, key skills, common roles, and average salary.

Lesson 23

- Describe the field of web design by identifying its job opportunities, key skills, common roles, and average salary.

Lesson 24

- Compare freelance and salary work in design by identifying the pros, cons, and requirements of launching your own media business.

Lesson 25

- Identify careers related to graphic design by identifying similar job requirements, growing industries, and opportunities for further education.
- Compare work in graphic design, web design, and related fields by describing the similarities and differences in opportunities, key skills, common roles, and average salary.

Unit 6

Lessons 26 - 30 will review content from Units 1-5. This is to prepare students for the Final Exam.

Course Organization

Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings. The readings are supplemented with visual learning aids like infographics, tables, and diagrams. Some activities feature embedded videos. These videos provide direct instruction and a deeper understanding of lesson concepts.

Key Terms

Graphic and Web Design Syllabus

Content pieces feature highlighted, clickable key terms. Clicking a key term will reveal its definition.

Assessments:

Workbooks

Each text activity is followed immediately by computer-graded Workbook questions related to the concepts that were just taught.

Recommended Gradebook percentage: 10%

Checkpoints

These computer-graded activities contain 10 question automatically selected from a pool of up to 15 questions, to assess students' mastery of lesson objectives. They appear in the first four lessons of each unit.

Recommended Gradebook percentage: 15%

Unit Exams

These computer-graded activities occur at the end of Units 1–5. (Unit 6 has the Final Exam; see below.) Unit exams include 20 questions that assess mastery of unit objectives.

Recommended Gradebook percentage: 20%

Final Exam

This computer-graded activity appears in Lesson 30. It has 30 questions designed to assess mastery of course objectives.

Recommended Gradebook percentage: 15%

Projects

There are two projects in this course. The first project is introduced to students in lesson 8 and submitted in lesson 20. The student will have project check-ins throughout Units 2, 3, and 4, in Lessons 8, 10, 12, 14, 16, 18, and 20. The second project is introduced to students in Lesson 21 and submitted in lesson 25. The student will have project check-ins in Lessons 21, 22, 23, 24, and 25.

Recommended Gradebook percentage: 25%

Graphic and Web Design Syllabus

Discussion Boards

These teacher-graded activities, which appear in all 30 lessons, provide students with the opportunity to discuss concepts related to each lesson. Students are challenged to respond thoughtfully and encouraged to observe other classmates' posts and reply to them if they disagree or have additional information to share. Students should be reminded to be both polite and understanding of perspectives they do not share.

Seat time per Discussion Board: 20 mins

Recommended Gradebook percentage: 15%

Schedule of Work

Unit 1:

Text:

- Lesson 1: History & Origins of Design
- Lesson 2: The Rist of Art & Design
- Lesson 3: Principles of Design
- Lesson 4: Elements of Design
- Lesson 5: Color & Type

Video:

- Course Introduction Video
- Lesson 3 Journal Layout Activity

Infographic

- Lesson 2: Parts of Typography
- Lesson 3: Principles of Design
- Lesson 4: Elements of Design

Workbook:

Lessons 1-5

Graphic and Web Design Syllabus

Checkpoint:

Lessons 1-4

Unit Exams:

Lesson 5

Discussion:

Lessons 1-5

Project:

None

Unit 2:

Text:

- Lesson 6: Tools & Techniques
- Lesson 7: Color Models
- Lesson 8: Raster & Vector Images
- Lesson 9: Photography in Design
- Lesson 10: Safety & Ethics

Video:

None

Infographic:

None

Workbook:

Lessons 6-10

Checkpoint:

Lessons 6-9

Unit Exams:

Graphic and Web Design Syllabus

Lesson 10

Discussion:

Lessons 6-10

Project:

- Lesson 8: Project Overview and Project Step 1
- Lesson 10: Project Step 2

Unit 3:

Text:

- Lesson 11: Planning A Design
- Lesson 12: Research
- Lesson 13: Copyright Laws & Licensing
- Lesson 14: Project Development
- Lesson 15: Finishing a project

Video:

None

Infographic:

None

Workbook:

Lessons 11-15

Checkpoint:

Lesson 11-14

Unit Exams:

Lesson 15

Discussion:

Lessons 11-15

Graphic and Web Design Syllabus

Project:

- Lesson 12: Project Step 3
- Lesson 14: Project Step 4

Unit 4:

Text:

- Lesson 16: Preparing for Print
- Lesson 17: Types of Printing
- Lesson 18: Packaging a File
- Lesson 19: Finishing Techniques for Print
- Lesson 20: Web Publishing

Video:

Lesson 20: Web Publishing

Infographic:

None

Workbook:

Lessons 16-20

Checkpoint:

Lesson 16-19

Unit Exams:

Lesson 20

Discussion:

Lessons 16-20

Project:

Graphic and Web Design Syllabus

- Lesson 16: Project Step 5
- Lesson 18: Project Step 6
- Lesson 20: Project Step 7, File upload submission

Unit 5:

Text:

- Lesson 21: Professionalism in the Design World
- Lesson 22: Graphic Designer
- Lesson 23: Web Designer
- Lesson 24: Freelance & Contract Careers
- Lesson 25: Other Design Careers

Video

- Lesson 24: Career Connection videos
 - Careers in Graphic Design
 - Careers in Web Design

Infographic:

None

Workbook:

Lessons 21-25

Checkpoint:

Lessons 21-24

Unit Exams:

Lesson 25

Discussion:

Lesson 26-30

Project:

None

Graphic and Web Design Syllabus

Unit 6:

Unit 6 is a review of all the content in Units 1-5. This is to prepare students for the Final Exam.

Final Exam:

Lesson 30

Discussion:

Lessons 26-30

Interior Design A&B Syllabus

Course Description

Interior Design 1 of 2 is an introduction to the field of interior design and the roles and responsibilities of the interior designer. Fundamentals like the elements and principles of design are presented in the course. A brief history of design from ancient times to the present is also presented. Commercial and residential design are defined and discussed as are the phases of typical design projects and business structures. Positive communication, professionalism in the workplace, and important skills and attributes of the interior designer are included, as well. Explanations of the materials that all designers use and features of lighting, furniture, and furnishings are provided along with discussions of the technical systems like HVAC, electricity, and plumbing. Problems in design projects and ways to solve them are discussed, as well. Information about the Americans with Disabilities Act (ADA), universal design, and green design in the context of interior design is also included.

Course Objectives

- Recognize the importance of design principles by identifying how they are applied to an interior design project.
- Recognize the difference between interior designers and decorators by identifying their different roles.
- Categorize career fields in the interior design industry by distinguishing between specific projects designers work on.
- Recognize the difference between commercial and residential design fields by identifying their scope, schedule, and budget.
- Describe personal attributes of employees by explaining how teams interact effectively at work.
- Identify empathy by recognizing its value within the interior design field.
- Define the elements of design by describing their purpose.
- Recognize the principles of color by examining the relationships of colors on the color wheel.
- Describe color value and saturation level by extending the color wheel to include tints, tones, and shades.
- Recognize the importance of professional organizations in interior design by examining real-world scenarios and identifying the benefits of membership.
- Recognize the psychological impact of color in interior design by analyzing which colors are and are not appropriate for bedrooms and kitchens.
- Recognize the characteristics of furnishings and interiors by identifying their place in historical periods ranging from antiquity through the Empire period.
- Recognize the characteristics of furnishings and interiors by identifying their place in the various design styles and movements in the 19th and 20th centuries.

Interior Design A&B Syllabus

- Identify global influences on interior design styles and trends by recognizing the design elements associated with each location.
- Recognize the use of trend forecasting in interior design by identifying the differences between trends and fads.
- Explain the design, use, or availability of a furnishing in a specific historical period by identifying the economic and political climate and social conditions of the time.
- Recognize the characteristics of furnishings and interiors by identifying their place in historical periods ranging from antiquity through the Empire period.
- Recognize the importance of planning skills by describing the purpose behind developing a project plan.
- Describe the planning process by listing the steps an interior designer uses to set a goal.
- Recognize the benefits of technology in interior design by explaining how using technology contributes to developing innovative designs.
- Describe how to solve problems with interior design projects by identifying effective resolutions.
- Identify basic behavior expectations for the workplace and client interactions by recognizing professional behavior.
- Identify various business structures for interior design such as sole proprietorships, partnerships, and corporations by describing the differences among them.
- Identify the criteria for analyzing a design by describing function, structure and materials, and aesthetics.
- Recognize the relationship between structure and materials by identifying how they are used in a building and interior space.
- Identify how a space's function creates the need for a specific type of lighting source or fixture and quantity of light.
- Identify technical systems that must be incorporated into the design by describing how they constrain a design project.
- Identify technical systems that must be incorporated into the design by describing how they improve a design project.
- Identify the importance of building codes by describing their purpose.
- Identify different interior design project types by distinguishing between residential and nonresidential projects.
- Recognize how interior design is impacted by social and cultural considerations.
- Identify the impact of political climates on interior design by explaining how they affect the design industry.
- Define green design as a type of design that reduces harmful effects to the environment and human health.

Interior Design A&B Syllabus

- Identify the purpose of the Americans with Disabilities Act by explaining how it applies to interior design projects.
- Identify and describe the principles of universal design.

Required Materials

- word processing software
- Internet browser
- slide show presentation software (for project)
- pen and paper for review questions (optional)

Course Overview

This course is made up of six units. Each unit has five lessons. Media includes the following:

- interactive vocabulary games
- videos
- 360 (degrees) videos
- infographics
- annotated images

Course Organization

Direct Instruction – There are two to four direct instruction activities per lesson.

Discussion Board – This activity is graded by the instructor and allows the student to interact and communicate with classmates and the instructor about the subject of the discussion. All lessons do not contain a discussion board.

Lesson Summary – This activity includes the learning objectives from the lesson and review questions the student can answer either in a notebook or on a computer.

Checkpoint – The majority of lessons contains checkpoints. Checkpoint questions have anywhere from five to ten assessments and may be taken up to three times.

Project – There is one project for the course: an investigation into the design, use, or availability of a furnishing of the student's choice from one of six historical periods provided. It is designed to be presented on slides and is graded by the instructor.

Interior Design A&B Syllabus

Topics

Unit 1: What is Interior Design?

- Lesson 1: Interior Design: An Overview
- Lesson 2: Domains, Specializations, Related Fields
- Lesson 3: The Requisite Skills
- Lesson 4: Empathy and Other Skills
- Lesson 5: Creativity

Unit 2: The Basics: Elements, Principles, and Color

- Lesson 6: Interior Design Elements
- Lesson 7: Interior Design Principles
- Lesson 8: Color
- Lesson 9: Professional Organizations and Member Benefits
- Lesson 10: Applying What You've Learned

Unit 3: The Impact of the Past on Interior Design *The project is completed in this unit.

- Lesson 11: From Antiquity to the 19th Century
- Lesson 12: Inside the 19th and the first half of the 20th Centuries
- Lesson 13: From the 1960s to the Present
- Lesson 14: What's Old Is New Again
- Lesson 15: Revising, Editing, and Publishing the Project

Unit 4: Plans, Phases, Problems, and Organizational Structures

- Lesson 16: Planning Tools and Methods
- Lesson 17: The Seven (or so) Phases
- Lesson 18: Problems and Solutions
- Lesson 19: Professional Behavior and Effective Communication
- Lesson 20: Business is Business

Interior Design A&B Syllabus

Unit 5: What *Interior* Means in Interior Design

- Lesson 21: Design Quality
- Lesson 22: More on Materials and Structure
- Lesson 23: Lighting, Fixtures, and Furnishings
- Lesson 24: Technical Systems and Constraints
- Lesson 25: Types of Spaces

Unit 6: The Bigger Picture

- Lesson 26: Issues that Impact interior Design
- Lesson 27: Green Design
- Lesson 28: Universal Design
- Lesson 29: Human Factors in Design
- Lesson 30: Course Review

Interior Design 2 of 2 provides the student with a multi-faceted look at the business of interior design—from planning a career to working in the industry. Students learn about their own interests, aptitudes, and skills and how these can connect to certain occupations and not to others. They learn about the job market, what to include in a résumé, and what to say (and not say) in an interview. Students learn about the workplace with lessons on leadership, organizational culture, teamwork, and career success. They also learn about customer service, accurate recordkeeping, and marketing an interior design business. They discover the various careers in residential and commercial design and the importance of membership in professional interior design organizations. Students also explore these topics in depth:

- selecting flooring, lighting, window treatments, and wall coverings
- the importance of industry codes
- the importance of technical drawings and what they communicate
- selecting furniture, upholstery, and accessories
- characteristics and maintenance of textiles

Course Objectives

- Explain the value of the NCIDQ exam by examining its requirements.
- Identify career opportunities in interior design by examining the job market.
- Identify a specific postsecondary option by describing the variety of postsecondary options available.

Interior Design A&B Syllabus

- Define your choice of interior design career or specialization by researching the different types.
- Recognize the careers in residential, commercial, and mobile design by identifying the specialties of each domain.
- Describe how CAD is used in the textile industry by explaining how it is used to create various characteristics in textiles.
- Describe how CAM is used in the textile industry by explaining how it is used in manufacturing of textiles.
- Identify solutions to design problems by explaining best practices known in the industry.
- Identify a timeline in an interior design project by reviewing the typical phases of an interior design project.
- Define customer service by identifying factors that contribute to professional relationships.
- Describe the value of contracts by identifying conflicts that can arise without a contract.
- Identify conflict resolution strategies by examining real world scenarios.
- Identify resources that are available to industry professionals and the public by examining the internet and periodicals and trade journals.
- Describe how interior designers can get new clients by examining digital marketing strategies.

Required Materials

- Internet browser
- Word processing software
- Presentation platform for course project

Course Organization

This course consists of six units. Each unit has five lessons. Media include

- two instructional videos
- one course introduction video

Direct Instruction – There are two to three direct instruction activities per lesson.

Discussion Board – This activity is graded by the instructor and allows the student to interact with classmates and the instructor about the subject of the discussion board. Most lessons contain a discussion board.

Lesson Summary – This activity includes the learning objectives from the lesson and review questions the student can answer either in a notebook or on a computer.

Checkpoint – Most lessons contain checkpoints. The number of checkpoint questions ranges from four to ten and may be taken up to three times.

Interior Design A&B Syllabus

Final Exam – The final exam consists of 36 questions.

Project – There are two projects for the course.

(1) “What If” Scenario: the student is provided with three sets of focus questions to research and respond to. The student has a choice of presentation format, and it is graded by the instructor.

(2) Apartment Living Room Renovation Project: the student is required to choose a ceiling fixture, two window treatments, flooring, furniture, and accessories, and research cost, materials, and other details. It is designed to be presented in a journal and is graded by the instructor.

Explore Further Activity – This consists of three activities. Students can select furniture and upholstery for a sitting area, slipcovers and accessories for a powder room, and textiles for a dining room. This activity is not graded, and the instructor can require that students submit one, two, or all three of the activities to demonstrate what they have learned.

Topics

Unit 1 Career Planning *One project is in this unit.

- Lesson 1: Informed Career Decisions
- Lesson 2: Interior Design: Education Options and Specializations
- Lesson 3: From the Job Market to the Résumé to the Interview
- Lesson 4: What If –
- Lesson 5: What’s Next?

Unit 2 Working in the Industry

- Lesson 6: Interior Design and Its Contributions
- Lesson 7: Practices and Issues in the Industry
- Lesson 8: Leaders and Organizational Culture
- Lesson 9: Work Relationships, Teams, and Work Performance
- Lesson 10: Professional Organizations in the Industry

Interior Design A&B Syllabus

Unit 3 Tools of the Trade

- Lesson 11: Residential, Commercial, and Mobile Interior Design
- Lesson 12: Lights and Lighting
- Lesson 13: Windows and Their Treatments
- Lesson 14: Walls and Their Coverings
- Lesson 15: Floors and Their Coverings

Unit 4 Tricks of the Trade *Ungraded activity is in this unit.

- Lesson 16: Furniture and Upholstery
- Lesson 17: Slipcovers and Accessories
- Lesson 18: Characteristics and Maintenance of Textiles
- Lesson 19: Textiles and Technology
- Lesson 20: Explore Further

Unit 5 Putting Knowledge to the Test *One project is in this unit.

- Lesson 21: Measuring the Spaces and Interpreting Best Practices
- Lesson 22: Communicating Ideas
- Lesson 23: Providing Universal Access
- Lesson 24: The Strong Foundation
- Lesson 25: Completing and Submitting Your Project

Unit 6 Your Time and Effort

- Lesson 26: Show Me the Money
- Lesson 27: Accurate Recordkeeping
- Lesson 28: Stay on Track
- Lesson 29: Customer Service
- Lesson 30: Marketing Your Business

Keyboarding Syllabus

Course Description

The keyboarding course is appropriate for elementary and middle school students. The curriculum introduces new keys by rows where students first learn the middle row, then the top row and the bottom row of the keyboard. The content is designed with a strong focus on sight and high frequency words. This course assumes no keyboarding experience and will guide them through the keyboard.

Course Requirements

Grade Level

3 – 8

Materials

None

Tech Requirements

Students will need a computer or laptop for this course; tablets are not sufficient.

Duration

1 Semester

Prerequisites

None

Technology Skills

- Internet Navigation
- Email Communication

Major Concepts

Upon completion of this course, you will be able to:

The curriculum introduces new keys by rows where students first learn the middle row, then the top row and the bottom row of the keyboard. The content is designed with a strong focus on sight and high frequency words. This course assumes no keyboarding experience and will guide them through the keyboard.



Course Syllabus



Course Code: EDL078

Middle School 2D Studio Art

Course Description

Close your eyes and imagine you're standing in an art studio—the smell of paint, the heat of the kiln, and the infinite creative possibilities that linger in the air. This is where art is born, and in 2D Studio Art, you'll learn how to bring your art visions to life. Whatever medium you prefer—painting, drawing, photography—this course will teach you the design elements and principles needed to create a work of art, explore your artistic inspirations, travel back in time to look at art in different cultures, and gain insight about the art of critiquing. If you've ever dreamed about making a living as an artist, this course will give you the tools and background that you need to turn those dreams into a reality!

Required Materials

- Various sizes of white drawing paper
- Various sizes of colored paper
- Paintbrushes in varying sizes
- Empty cans or jars to wash paintbrushes
- Ruler and/or protractor
- Erasers
- Scissors
- Miscellaneous household objects to use for still life art
- Digital camera, camera phone, or other type of camera
- Paint: (at least two or more of the following)
 - Tempera Paint
 - Acrylic Paint
 - Watercolor
 - Ink Wash
 - Oil Paint
- Drawing Tools: (at least two or more of the following)
 - Pastels
 - Charcoal
 - Markers
 - Colored Pencil

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Unit 1: Breaking into 2D Studio Art

Unit Summary

Let's close our eyes and picture that we are in an art studio. What do you see? Do you see a clean pile of paintbrushes; a rainbow of paint colors lined up together in a row; a canvas on a table, with the beginning drawings of a meadow blooming with flowers? An art studio is where art is born. It is where we can use our creativity and expression to design an image that is currently only inside of our heads. We can share our ideas, feelings, and visions with the world through our own works of art. In order to reach our full artistic potential, we need to start with the basics. After all, you need to walk before you can run.

Learning Objectives

- Understand colors, and how to create colors using the technique of mixing.
- Classify colors into different categories.
- Discover assorted tools used to create artwork.
- Explore various art mediums to get unique looks for your artwork.

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: Detailing the Design

Unit Summary

Let's face it, creating art doesn't typically come with a book of instructions. In fact, the exact opposite is likely the case! As an artist, you're often left to your own creative devices, having to decide what to create and how to create it. But, if there was an instruction manual on "how to be an artist" or "how to create a work of art", the elements of design, principles of design, and elements of content would be the main parts of the first chapter. These are the tools each artist uses during the process of creating a work of art. They put all the little pieces together, and create a completed drawing or painting. This is vital information you will need as you journey to become an artist, so get out your pad and pencil to take some notes (consider this your own personal chapter of your "how to be an artist" instruction manual).

Learning Objectives

- Identify the elements of design.
- Distinguish between the different principles of design.
- Understand the elements of content and how to use them in your own artwork.
- Use art vocabulary to correctly describe different elements of your artwork.

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Activity	Homework	15 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: The Creative Process of Art

Unit Summary

Just because we aren't physically in an art studio at this very moment doesn't mean we can't learn all about art as if we were! In this unit, we will gather all of the information we can about creating art as if we were in an actual studio. We will explore different types of genres and styles that many artists use and learn about the differences between representational and abstract art. We'll learn and practice different tricks and techniques to make our own art shine. And, we will discover ways to connect art with other subjects to bring fun, creativity, and exploration to all learning areas. We may not be stepping into an art studio to do this work, but we sure will step into a digital one! Let's get started!

Learning Objectives

- Identify different genres in the art world.
- Distinguish between representational and abstract art.
- Relate art genres with other academic subjects.
- Learn about famous artists and their exploration of particular genres and ideas.

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Activity	Homework	15 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



Unit 4: Art and its Early Importance

Unit Summary

Think about your life from when you first started school until now. You have grown and learned so much in the past years! What you knew and the way you acted in kindergarten is so different from what you know and how you act now, but the information you learned in those early years shaped you into the person you are today. This act of growing, changing, and maturing is also something that has happened in the world of art! This unit is going to look at art in some of its oldest forms. We'll take you through the Stone Age into ancient Egypt, China, and Central America to see where and how practices commonly used today originated. We'll also discover how these early influences shaped art into the subject we know and love today.

Learning Objectives

- Examine ancient art from all over the world.
- Learn how our early ancestors/artists created works of art.
- See into the lives of people from years ago by their art they left behind.
- Discover ways in which ancient art influenced how we create art today.

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity	Homework	15 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 5: Everyone's a Critic

Unit Summary

EVERYONE'S a critic. Hearing the word "critique" can be quite scary, especially when someone else is critiquing your work. Knowing that someone is going to look at (and judge) the beloved piece of art you spent so much time and effort on, brings forth many feelings. Nervousness (what if they don't like my work?!), judgment (they are going to think my art is terrible!), or embarrassment (I don't want anyone to look at my art!), might all come to the surface. However, critiques shouldn't be scary! In the art world, critiquing is an important part of the artistic process. Critiques are not meant to actually criticize but rather to provide new ideas, help artists improve their art, and let us better understand and describe pieces we are studying. We critique not only our own work but also the work of others. So get rid of your former fears of critiquing and jump into this unit knowing we are going to master the process of critiquing to improve our own artwork and help others improve theirs as well.

Learning Objectives

- Understand what critiquing is.
- Discover why it is important to critique.
- Learn the critiquing process.
- Use art vocabulary during the critiquing process.

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: Discovering Culture Through Common Themes

Unit Summary

Just as people around the world are different in the best ways, so is their art! Different cultures bring different views and practices to their artwork, which makes viewing art around the world special and interesting. By looking at some of the common themes seen in different art forms throughout the world, we will develop a better appreciation for different cultures without even having to renew our passport! While on our journey, we'll also have the opportunity to look at different people and places around the world, learn a little bit about their cultures, and see a few examples of how they bring their own creativity to art. Climb aboard! This train is leaving the station!

Learning Objectives

- Talk about common themes that are used in art throughout the world.
- See how the theme of daily life in art can show us differences in the cultures and lifestyles of people around the world.
- Understand how art can freeze a moment in time and give us the opportunity to look back on historical moments.
- Learn about celebrations and rituals that incorporate 2D art.
- See how the beauty of nature inspires artists throughout the world.

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Activity	Homework	15 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Unit 7: Where Art Lives

Unit Summary

Once a masterpiece is created, what happens to that piece of art? Where does it go? Art museums are a great place for us to visit famous pieces of art and see them for ourselves. There are also several other places you can go to see art—we're going to learn more about these options and the proper etiquette to follow while viewing artwork. We'll also discuss what you should do with pieces of art you personally create and love. Should you just throw them in the back of your closet to collect dust? No! You need to exhibit your art for yourself and so others can enjoy it as well! Remember, art can be found in many places, whether that be in an art museum or hanging on your own living room wall!

Learning Objectives

- Discover best practices for visiting an art museum.
- Understand proper etiquette for visiting an art museum.
- Learn about other places art may live.
- Explore reasons why we create, collect, and exhibit art.

Assignments

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Activity	Homework	15 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points



Unit 8: Finding A Career Path Through Art

Unit Summary

Did you know that one day you'll be able to use your creative talents to make money? We have fully submerged ourselves in the world of 2D art, not only learning how to create art, but also how to look at, critique, and appreciate artwork created by others. If creating art, or even enjoying art, is your passion, you can turn that love into a career! Get ready to take a closer look at some of the career paths you may choose from in the field of 2D art—the opportunities are endless! **Learning Objectives**

- Explore the possibilities of future careers in the field of 2D art.
- Learn details about particular jobs and what they might look like as a career choice.
- Understand the different educational paths required to break into these careers.

Assignments

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Activity	Homework	15 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points



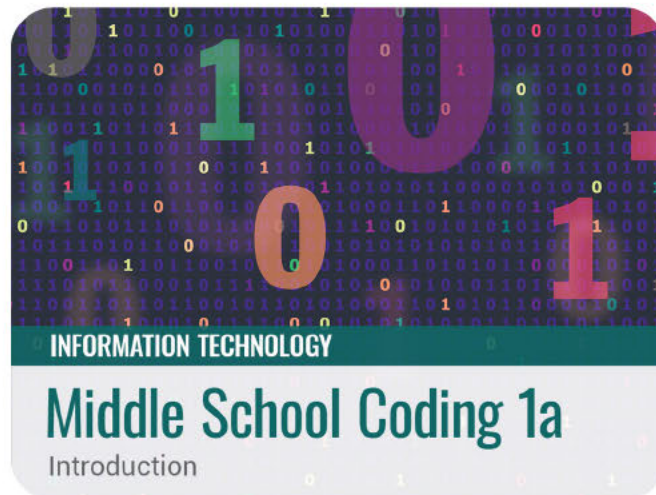
Final Exam

Learning Objectives

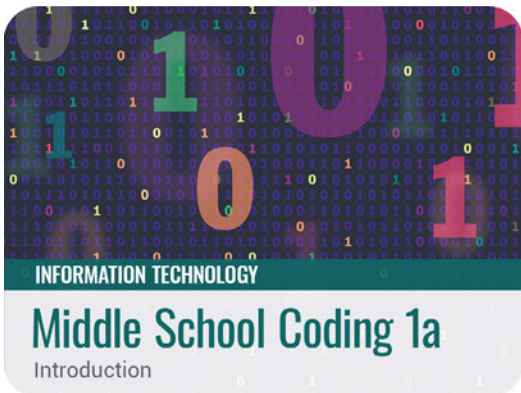
- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points



Course Syllabus



Course Code: EDL102

Middle School Coding 1a: Introduction

Course Description

Do you find yourself wondering how your favorite apps, websites, and games were made? Maybe you want to try building your own. Well, now you can! In Middle School Coding 1a, you will learn all about the technology you use in your day-to-day life as well as explore how the internet functions. Get an introduction to the basics of computer science and discover how to create and build your very own website using HTML and CSS. You'll also become familiar with programming languages like JavaScript and Python Programming. You will leave the course with your very own portfolio of work that will showcase your skills and all that you've created.

Required Materials

- Laptop
- Internet

Websites Used

Unit 1

- Logo Interpreter (Login Optional; Free) – <http://www.logointerpreter.com/turtle-editor.php>.

Unit 2

- Typing Practice for Programmers (Sign in with Google or Demo; Free) – <https://typing.io>
- Obvibase (Sign in with Google, Facebook, or email; Free) – <https://www.obvibase.com/>.
- Newsela (Required for a lab question; Free) – <https://newsela.com>

Unit 3

- Tynker (Free) – <https://www.tynker.com>

Unit 4

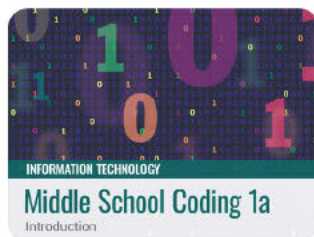
- Lucidchart (Sign in with Google or email; Free) – <https://www.lucidchart.com>

Unit 5

- Replit (Free) – <https://repl.it/> Must have an email address to create a free account

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Unit 1: Crack the Code!

Unit Summary

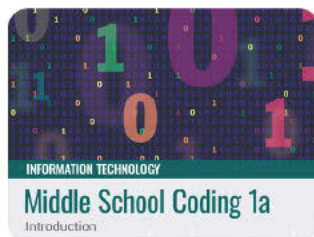
Got problems? No problem! Computers can be used in many ways to help us solve them, but they're not the answer to everything. Sometimes good old human ingenuity is the key. We'll begin by solving some puzzles and exploring a secret computer that might be hiding in your home! Then, we'll start cracking some code with the help of a little green friend. When we harness the power of algorithms, code, and turtles—yes, turtles! —we can accomplish some really incredible things. Let's go code!

Learning Objectives

- Create algorithms to solve word games and puzzles
- Identify the components of a computer system
- Define the term algorithm and explain how it applies to computers
- Distinguish between problems that are better suited for humans to solve than computers and vice versa

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity 1	Homework	15 points
Unit 1 Activity 2	Homework	15 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: There's Nothing "Soft" about Software!

Unit Summary

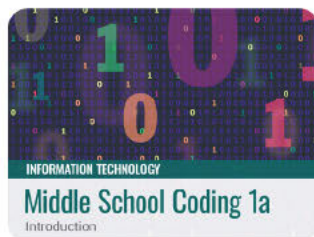
Video Are you ready for some more coding fun? Well, get your fingers warmed up because we are going to be practicing our typing skills! Programmers like you need to use keys on the keyboard that some people will never use. We don't want to go on a scavenger hunt every time we need to type a curly bracket or backslash, so let's learn them now! But typing is not the only thing you'll need to be a successful computer scientist. We're going to see how software can improve your life and the lives of others. You'll also get some hands-on experience with creating a database for a local deli. Sandwich, anyone?

Learning Objectives

- Define the term "software" and explain how software helps businesses perform tasks
- Understand why file types are necessary and describe the content contained in different file types
- Compare and contrast types of software and recommend the software that's best suited for a task
- Improve keyboarding skills by typing frequently using symbols in code
- Explain the purpose of a database and perform common database operations

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Activity	Homework	15 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Let's Play!

Unit Summary

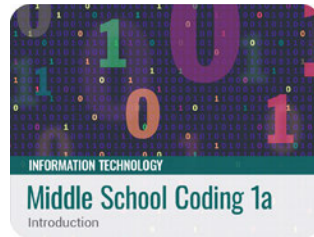
From turtles to software to databases to typing, we've covered a lot of ground so far. You've prepared well, and now you're ready to start learning how to code. But it won't feel like work—the opposite, in fact! You'll be having so much fun creating characters and stories that you might wonder whether you're just playing around. You will use a block-based programming website to help you control a program and learn some of the foundations of coding. You'll also find and fix problems in a program. And, who knows? There might just be a flying dragon (yes, another reptile!) or a speeding car in your future. Let's get ready to play!

Learning Objectives

- Understand how block-based programming can be used to code
- Create simple programs in Tynker
- Define and apply the three main programming constructs—sequence, selection, and iteration
- Learn how to debug a program

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Activity 1	Homework	15 points
Unit 3 Activity 2	Homework	15 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



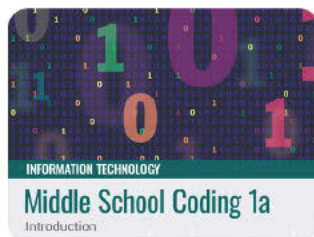
Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first three units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 4: It's All Greek to Me!

Unit Summary

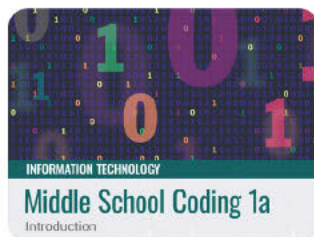
Did you know that there are other ways of counting numbers besides the way we normally count? Did you also know that a computer is only able to understand two numbers—0 and 1? Get ready to think like a computer and dive into the details of how words, pictures, and music are actually stored as numbers. We'll then explore how programming languages can interact with a computer and what each language has in common. Finally? A lesson on how to clean your house. Now grab your broom, and let's get swept away with coding languages!

Learning Objectives

- Describe how and why computers use binary
- Convert between binary and decimal number systems
- List and discuss the four components of programming languages
- Identify and use two common approaches for program design

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity	Homework	15 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Unit 5: Snake Charmer

Unit Summary

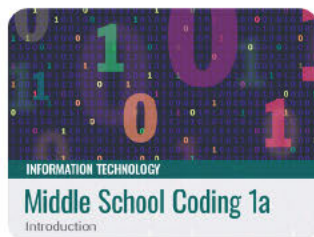
It's finally the moment we've all been waiting for! We have laid a solid foundation and are now ready to embark on our first adventure of writing code. We are going to face the snake and begin learning the ins and outs of the Python programming language. We'll combine some of the components of programming languages with our lightning-fast code-typing skills. We will also write some basic (but fun!) text games. Be prepared to face the snake!

Learning Objectives

- Comfortably use an online IDE to write code
- Understand the difference between the Editor and the Interpreter screens
- Use variables containing different data types and correctly type cast
- Receive and process user input
- Write a program that takes user input and applies a mathematical formula to it

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: Flexing Our Python Muscles!

Unit Summary

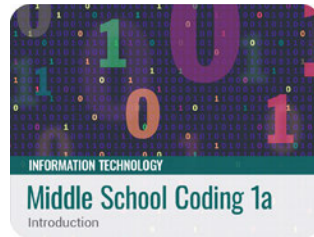
Now that you've whet your appetite for more coding challenges, get ready to take your Python skills to the next level! We are going to learn how to control our code by using if statements. We'll get a bit dizzy with loops, using them to make a game and a program to generate secure passwords. You will surely be inspired to go even further with your Python coding skills, creating new and exciting programs to share with family and friends!

Learning Objectives

- Regulate the flow of a program by using if statements
- Understand and use for loops to repeat a block of code a specific number of times
- Understand and use while loops to repeat a block of code until a condition is satisfied
- Increment a variable to keep count

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Activity	Homework	15 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



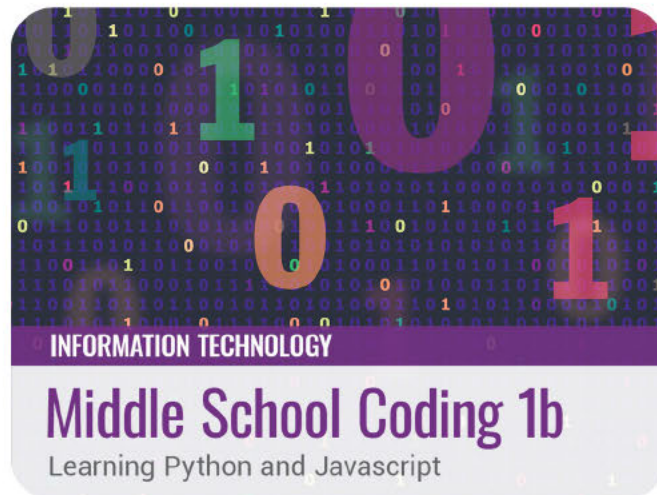
Final Exam

Learning Objectives

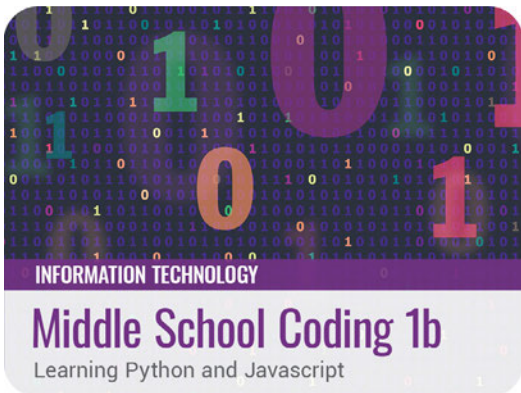
- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from all units in this course. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points



Course Syllabus



Course Code: EDL109

Middle School Coding 1b: Learning Python and Javascript

Course Description

We don't always think about the role technology plays in our world but the truth is technology influences our everyday lives and affects how we relate to our friends, family, and even complete strangers. For those wanting to develop a greater understanding of this technology comes Middle School Coding 1b. Building on what you learned in Middle School Coding 1a, you'll expand your knowledge of programming languages and web development and further explore Advanced Python, HTML, and JavaScript. You will also learn the difference between web development and web application development and continue to grow your portfolio, which will serve to highlight everything you have learned and created in the course.

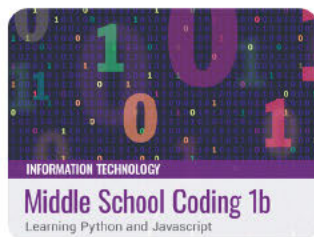
Required Materials

Browser-based software that may need a login

- Repl.it: <https://repl.it/>

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Unit 1: How to Train Your Python

Unit Summary

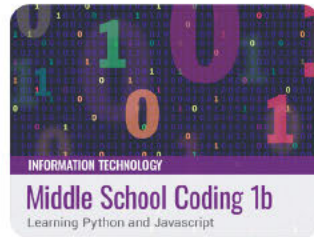
Python is a great language for beginners to learn the ins and outs of programming. Now that you've written a few programs and learned the basics, you're no longer a newbie! It's time to start learning some more intermediate Python skills. We will investigate how lists help keep us organized in real life as well as in our programs. And we'll keep our skills functioning smoothly by learning how to use Python functions. Get ready to train your Python!

Learning Objectives

- Define and use the list data structure in Python
- Iterate over a list in Python using for and while loops
- Write user-defined functions in Python
- Re-structure programs to use functions for greater efficiency

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: Plan the Code, Code the Plan

Unit Summary

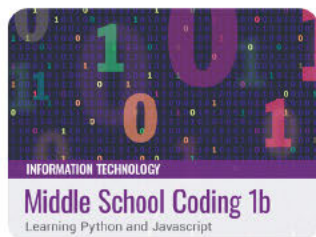
When it comes to weekends, life goals, and code, planning is quite important! In fact, planning is so essential in programming that it may just save lives. One of the most common ways to plan code is to use a tool called pseudocode. You'll get to see some examples and then start writing your own pseudocode for a text-based adventure game. We're going to plan the code and then code the plan!

Learning Objectives

- Write a basic, high-level, structured plan for a program
- Convert a high-level plan to pseudocode
- Define and apply the iterative process to pseudocode and coding
- Write Python code for a basic text-based adventure game

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Activity	Homework	15 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Build a Webpage

Unit Summary

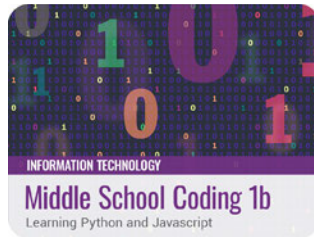
We all use the internet, but what is it, exactly? How do all of your favorite webpages work behind the scenes? And what does it take to be a web programmer? All of these questions (and more) will be answered! You'll learn two new languages, HTML and CSS, and use them to make your very own webpage. Get ready to take your coding skills in a new direction!

Learning Objectives

- Explain the difference between the internet and the World Wide Web
- Understand how websites are transferred from servers to computers
- Identify and use common HTML tags to build a basic webpage
- Use CSS to apply style to an HTML document

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Activity	Homework	15 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



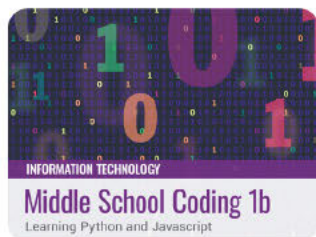
Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first three units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 4: Give Your Webpage Some Style

Unit Summary

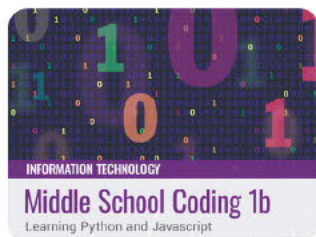
HTML and CSS are markup languages that help us format webpages. It's time to take our skills to the next level by dividing a webpage into sections and applying some interesting styles to them. And then, we'll play a fun hide-and-seek game...with red pandas! Bet you didn't see that coming! Finally, we'll interact with our webpage by using a bit of JavaScript. Bring on the fun!

Learning Objectives

- Understand and apply the div tag to section-off webpages
- Apply new CSS properties to div elements by using an id
- Use a variety of HTML and CSS to create a webpage with pictures that appear when clicked on or hovered over
- Write a basic JavaScript function
- Use JavaScript event listeners to trigger an alert box

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity	Homework	15 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Unit 5: Buttons and Gadgets

Unit Summary

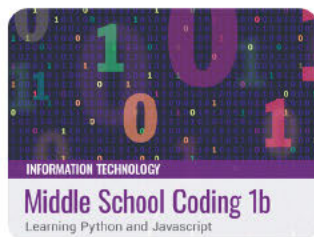
HTML and CSS are great for making static webpages, but by adding JavaScript into the mix, we open up a whole new range of possibilities! Did you ever think you'd be making your very own calculator? We will use JavaScript to create buttons that display the date, calculate the product or quotient of two numbers, and submit passwords. We'll also explore how to use if/else statements and while/for loops in this language. And what do shoulders and surfing have to do with any of this? Let's find out!

Learning Objectives

- Implement buttons in HTML that trigger a JavaScript function when clicked
- Write user-defined JavaScript functions
- Implement HTML web forms with text fields and buttons
- Understand and use if/else statements in JavaScript
- Understand and use while/for loops in JavaScript

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: Become a Master Exterminator!

Unit Summary

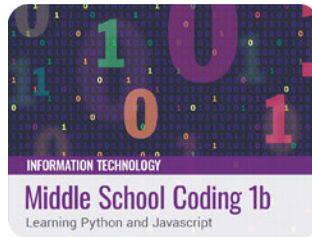
Bugs are all around us! No, we're not talking about insects outside—we're talking about bugs (errors) in our code! No matter how much of an expert programmer you are, you will always have to deal with mistakes in your code. Some may be the equivalent of ladybugs—totally harmless and maybe even a tad adorable—while others may be catastrophically huge actaeon beetles. (Have you ever seen one? You'll never forget it if you have!) Once you've learned the tips and tricks in this unit, you will be better equipped to find and fix those annoying bugs in your programs, regardless of the language you're coding in. Don't worry—no repellent will be needed. These bugs won't bite or sting! But maybe you'd better bring your swatter, just in case...

Learning Objectives

- Define and complete a trace table to find errors
- Use the debugger tool in REPL.it
- Identify common mistakes in Python and JavaScript
- Use a try except statement to anticipate errors in Python
- Use a try catch statement to anticipate errors in JavaScript

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Activity	Homework	15 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Final Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from all units in this course. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points



Course Syllabus



Course Code: EDL079

Middle School Exploring Music

Course Description

What comes to mind when you hear the word ‘music’? Do you think about your favorite band or artist? Do you think about instruments and scales and chords? The word ‘music’ means something different to everyone. This is why in Exploring Music there is a little bit of something for everyone! You will learn about how we hear music and how music affects our lives. You will explore important elements of music like rhythm, pitch, and harmony, as well as different musical genres. You will discover more about your singing voice and musical instruments and composition while taking in the history and culture of music over the years. Tune up your understanding and appreciation for all things music by signing up for this course!

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Unit 1: Good Vibrations (Intro to Music)

Unit Summary

Imagine a baseball game that began without singing the National Anthem. What about a birthday party where, before cutting the cake, no one sang “Happy Birthday,” or a wedding where the bride walked down the aisle to silence? Music has been an important part of human life for thousands of years, and we are just now discovering the impact that music can have on the human brain, emotions, and even the forces that shape history. In this Unit, we will explore the origins of music and the role that music plays in our lives.

Learning Objectives

- Reflect on the different places and times that music is heard.
- Discuss the origin of music in human culture.
- Summarize the roles that music plays in human society.
- Understand the way our brain processes music.
- Examine careers in the music industry.

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: Elements of Music

Unit Summary

Have you ever been to a concert and wondered where the musicians learned how to perform so powerfully? They all started by learning the basics: the elements of music! You might be familiar with rhythm, pitch, melody, and harmony. We will explore these elements a little deeper so that you have the tools you need to create beautiful music!

Learning Objectives

- Tap the steady beat to any song.
- Recognize note values and rhythms when written.
- Understand how rhythm and melody work together.
- Describe how a piano keyboard can help us understand steps, scales, and chords.

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Activity	Homework	15 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Start With Your Ears

Unit Summary

In our busy world, how do we learn to really focus on the music all around us? Should we listen for the beat, the melody, or the harmony? What is most important? Well, the answer of course is—all of them! In this unit, we will learn how to sharpen our listening skills in order to hear the details of music. Doing so will help us to begin thinking about music in a new way.

Learning Objectives

- Use active listening when enjoying a piece of music.
- Apply the listening checklist to any piece of music.
- Discuss the grand staff and how it relates to the musical elements.
- Describe the importance of transcribing for musicians.

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Activity	Homework	15 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



Unit 4: Exploring Your Voice

Unit Summary

Even if you just sing in the shower, it's important to understand how our voices help us connect to ourselves and others, and also how our voices help us to express ourselves musically. In this unit we will build on our knowledge of musical elements to start reading real music!

Learning Objectives

- Follow the five steps to reading a new piece of music.
- Find the key signature, time signature, and your vocal part.
- Use solfege syllables to begin singing new music.
- Practice guidelines for vocal health to make sure your voice stays healthy and flexible.

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 5: Instrumental Skills

Unit Summary

Picture yourself listening to your favorite song. What instruments can you detect? Even modern music, which is heavily dependent on electronic “instruments,” is based on instruments you may know well: guitar, trumpets, drums, piano (synthesizers). Maybe you’re familiar with video games where you competitively play virtual instruments—Guitar Hero, anyone?

Learning Objectives

- Identify the different instrument families.
- Define the difference between classical music and world music.
- Become familiar with world instruments.
- Discuss musicianship and musical repertoire.

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: Musical Cultures

Unit Summary

Human beings have been creating and enjoying music for thousands of years. Because we're such a creative species, we use music to communicate, solidify social bonds, and entertain ourselves, so this music has evolved into different categories. As you can see from our study of world instruments, the sky's the limit when it comes to creating new music and new instruments. Now, let's become familiar with the ways music has evolved over time and in different places!

Learning Objectives

- Understand why music developed differently in different times and places.
- Summarize the history of music from the ancient period through the 20th century.
- Distinguish the music of various genres.
- Discuss the role of technology in the evolution of music.

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Activity	Homework	15 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Unit 7: Dynamic Performing

Unit Summary

Let's rock! It's time to finally put all of our musical skills to work as we learn to play the guitar together. But first, we'll talk about good performances. Have you ever felt chills down your spine as you listened to a piece of music? How does that happen, and how can we make sure we are performing well for the audience? Let's find out!

Learning Objectives

- Discuss why preparation and musicianship are essential for an effective musical performance.
- Identify signs of performance anxiety and develop tools to combat it.
- Understand how to hold, tune, and use proper finger positioning on the guitar.
- Practice a simple guitar progression.

Assignments

Unit 7 Text Questions	Homework	10 points
Unit 7 Activity	Homework	15 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points



Unit 8: Composing and Arranging

Unit Summary

By sticking with a few guidelines, we all have the power to follow in the footsteps of Beethoven or Bernstein! When we compose new music, we will draw upon our musical elements and put them together to create a new piece of music.

Learning Objectives

- Discuss why the definition of a “good” composition will vary.
- Craft melody and harmony.
- Explain how a melodic motive and chord progression work together.
- Utilize various compositional techniques such as repetition, contrast, and variation.

Assignments

Unit 8 Text Questions	Homework	10 points
Unit 8 Activity	Homework	15 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points



Final Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points



Course Syllabus



Course Code: EDL023

Music Appreciation: The Enjoyment of Listening

Course Description

Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation: The Enjoyment of Listening not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

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Unit 1: The Elements of Music

Unit Summary

The world is full of music. We hear it as we shop and while driving in our cars. We attend concerts and buy albums and digital downloads to listen to by ourselves. Yet, despite having music surround us, we may not always stop to consider the elements and pieces that combine to make music. In this unit, we will consider some of the basic elements of music and how these elements are used in different genres of music. We will discuss pitch, rhythm, dynamics, melody, and form. Each of these elements is present in the music that we hear and play. It is the combination of them that produces a unique and interesting piece of music.

Learning Objectives

- Describe the basic elements of music.
- Understand and discuss pitch and melody and their roles in a piece of music.
- Discuss some of the notations and language used to distinguish rhythm in a piece of music.
- Understand dynamics and its effect on music.
- Analyze and discuss form in music and how this involves the other elements of music.

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: Pop Music

Unit Summary

Since the mid-twentieth century, pop music has been associated with youth culture. With the advent of rock and roll in the 1950s and the gradual separation of rock and pop music, young people have flocked to popular artists, spending billions of dollars on music, concerts and performances, and merchandise. In this unit, we will discuss the development of pop music, with its catchy tunes and lyrics. In doing so, we'll learn how pop music built on the musical genres that came before it and how technology influenced pop.

Learning Objectives

- Describe the relationship between popular music and pop music.
- Discuss the characteristics that help define pop music.
- Show how technological advances helped shape pop music.
- Discuss the history and development of pop music.
- Discuss the current status of pop music.

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Ancient Music

Unit Summary

While we may never know what the first music sounded like, we do know that music has played a role in human history for thousands of years. This unit will focus on what is known about the history of music through the Middle Ages. It will include a discussion on the types of instruments that were used as well as the role of music in early societies. We will examine what is known about music in ancient Greece and the development of classical music in the Western world.

Learning Objectives

- Discuss the history of music before the Middle Ages.
- Describe the role of music in ancient societies.
- Discuss the styles of music that were present before the Middle Ages.
- Describe what musical instruments were used in ancient times.
- Trace the development of music through the Middle Ages.

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



Unit 4: Renaissance Music

Unit Summary

In this unit, we will learn more about the music of the Renaissance. The Renaissance in Europe was a time of great discovery and creation, and this was reflected in the music of the time. Music and society influenced each other in a number of complex ways, from the invention of the printing press to the increasing popularity of dancing and instrumental music. A number of instruments were created during this time that would eventually be adapted into the forms that we are familiar with today.

Learning Objectives

- Understand the Renaissance and its relationship to the music of this time period.
- Discuss the effects of music on society.
- Describe some of the instruments that were developed during this period.
- Discuss some of the characteristics of Renaissance music and the forms of music composed.
- Talk about a few of the influential composers of Renaissance music.

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 5: The Baroque Period

Unit Summary

The Baroque period of music left a lasting impression on Western music. From about 1600 to 1750, composers changed some of the musical notation, established opera, and expanded instrumental performance. This unit will focus on the development of music styles such as opera and classical music. Composers such as Bach and Handel will be considered.

Learning Objectives

- Discuss the transition from earlier forms of music to music of the Baroque period.
- Analyze the changes that this period made to Western music.
- Discuss opera and how it developed.
- List some of the composers and musicians during this time period.
- Trace the development of music through the Baroque period.

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: The Classical Era

Unit Summary

From about 1750 to 1830, the Classical period of music occurred. Often lighter and less complex than music from the Baroque period, music from the Classical period features frequent changes in mood and an emphasis on instrumental music. This unit will focus on the classical period of music. It will discuss composers such as Mozart and Beethoven.

Learning Objectives

- Analyze the changes in music during the Classical period.
- Discuss the musical forms, such as sonatas, that were popular.
- Describe the common features of music from the Classical period.
- Discuss some of the composers from this period.
- Trace the development of music during the Classical period.

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Unit 7: The Romantic Period

Unit Summary

During the 1800s, the Romantic period in music developed, creating many of the modern forms of music. This unit will focus on the Romantic period in music. It will discuss composers such as Chopin, Liszt, and Tchaikovsky. We will explore the effect of the increase in orchestra size on the music composed, as well as the increased importance of music performance and concerts.

Learning Objectives

- Describe the music of the Romantic period and how it differs from earlier music.
- Discuss the features and characteristics of music from this period.
- List some of the composers and musicians from this time period.
- Understand the role of music in society during this time period.
- Trace the development of music during the Romantic period.

Assignments

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points



Unit 8: Jazz

Unit Summary

During the early twentieth century, jazz evolved as a musical style that brought together music traditions from both the West and Africa. One of the key features of this musical style is improvisation. In this unit, we will discuss the development and influence of jazz. We will learn about some of the jazz musicians who helped to develop this form of music.

Learning Objectives

- Discuss the musical traditions that combined in jazz.
- Describe the characteristics and features of jazz music.
- Understand improvisation and its role in jazz music.
- Discuss some of the musicians who helped to develop jazz.
- Trace the development of jazz during the twentieth century.

Assignments

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points



Final Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points

Photography Basics Syllabus

Course Description

In Photography Basics, you will learn how to correctly explain the setup and proper use of basic photography equipment. Through projects and research activities embedded in the course, you will create and present a portfolio of work. In addition, you will learn to describe professional habits, etiquette, and technology essential to creating a photograph. No access to photography equipment is needed in order to take the course; opportunities to practice with digital simulations and theory will be present throughout the course. This course is designed for any beginner interested in learning about photography and what it could take to make a career out of an interest in this exciting, dynamic field of study. Photography Basics is designed for ninth grade or higher. A background in photography is not necessary to take this course.

Suggested Prerequisites: none

Course Objectives

- Correctly explain the setup and proper use of basic photography equipment.
- Create and present a portfolio of work.
- Describe professional habits, etiquette, and technology essential to creating a photograph.

Required Materials

- word processing software
- the ability to take screen shots OR access to digital photography equipment (recommended)
- Internet browser
- pen and paper (for notes)

Course Organization

Lessons 1-29 follows this general outline. The first lesson of the course has an additional activity at the start to introduce you to the course and explain important features and functionalities.

Warm Up (10-15 mins) - All of these pieces contain one open-ended question for you to explain any previous knowledge on a topic. Grades are based on the ability to explain your ideas, not on criteria of how well you understand a topic at this point. Use these questions as opportunities to bring up issues or concerns with understanding.

When appropriate, these activities also include 1-2 review questions for to test your understanding of previous lessons' material.

Direct Instruction (30-35 mins)

Application Activity or Project (35-45 mins)

Application Activity: These interactive pages allow for a chance to practice, explore, and dive into the material.

Photography Basics Syllabus

Project Check-In: There are two projects in this course. Directions are provided to be able to explore a 360-video environment to simulate setting up and taking photos. Alternative directions describe how to go out and take specific photos on your own.

Direct Instruction (30-35 mins)

Discussion Board (15-20 mins)

Questions in the discussion board are meant to be more open-ended. Often, more than one prompt is given to allow continued conversation.

Review (10-20 mins)

These short pieces summarize the major points from the direct instruction learning activities.

Checkpoint or Unit Exam (30-40 mins)

In Lesson 30, you will complete a Unit Review Activity for each unit, then take the Final Exam.

Lesson 30 follows this outline:

Activity 1: Unit 1 Review

Activity 2: Unit 2 Review

Activity 3: Unit 3 Review

Activity 4: Unit 4 Review

Activity 5: Unit 5 Review

Activity 6: Unit 6 Review

Activity 7: Final Exam

Schedule of Work

The times noted above were designed to give you plenty of time for exams and projects, however, there is no time limit for activities, projects, or exams. If you finish an activity sooner than expected, please feel free to spend time working on your projects.

Topics

- Introduction to Class
 - Basic History of Photography
 - Choosing the Right Camera
 - Equipment Used in Digital Photography
 - Megapixels and Lenses
 - Digital SLR Camera
- Capturing Digital Photographs
 - Lenses
 - Understanding Aperture and Shutter Speed
 - Appropriate Resolutions

Photography Basics Syllabus

- Focusing and Filters
- Creating Moods
- Setting the Scene
 - Lighting Equipment
 - Lighting Setups: Part One
 - Lighting Setups: Part Two
 - Identifying Lighting Setups in Photographs
 - Lights, Camera, Action: Your Subject
- Post-Production
 - File Formats and Types
 - Editing Files: Part One
 - Editing Files: Part Two
 - Post-Production and Publishing: Basic Terminology
 - Post-Production Software
- The Finished Image: Display, Storage, and Dissemination
 - Backing Up Your Work
 - Image Storage Techniques
 - Color
 - Converting and Sending Digital Files
 - Image Delivery
- Protecting Your Equipment and Work
 - Equipment Maintenance and Care
 - Plagiarism
 - Commercial and Fair Use
 - Copyright
 - Review & Final Exam

ELEMENTARY MUSIC - RECORDERS LEVEL 1

Course Description

This course combines music and performing arts. Students will experience and learn new songs and perform them using their bodies. In addition, the student will begin learning how to play the recorder.

Course Requirements***Grade Level***

K-3

**** Materials***

Recorder

Duration

1 Semesters

Prerequisites

none

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Major Concepts

- Sing songs from the songbook
- Act out small dramas using Fingerplays
- Play the following notes B, A, and G
- Progress through the Beginning Recorder Book practicing songs until able to play fluidly

Scratch Coding Syllabus

Course Description

Scratch is a program developed by MIT teaching students the basics on how computers think! This program will introduce students to real coding programs and allow them to drag and drop coding blocks creating a fully functional program. The simple user interface and tutorials allow students to quickly create and run their code to see its results! This course assumes no prior computer coding knowledge and includes self-graded multiple-choice tests and quizzes.

Course Requirements

Grade Level

3 – 8

Materials

None

Tech Requirements

Students will need a computer or laptop for this course; tablets are not sufficient.

Duration

1 Semester

Prerequisites

None

Technology Skills

- Internet Navigation
- Email Communication

Major Concepts

Scratch is a program developed by MIT teaching students the basics on how computers think! This program will introduce students to real coding programs and allow them to drag and drop coding blocks creating a fully functional program. The simple user interface and tutorials allow students to quickly create and run their code to see it's results! This course assumes no prior computer coding knowledge and includes self graded multiple choice tests and quizzes.



Course Syllabus



Course Code: EDL034

Sports and Entertainment Marketing

Course Description

Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it's not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multibillion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act.

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Final Exam	15



Unit 1: Basic Principles of Marketing

Unit Summary

In order to understand sports and entertainment marketing, you need to have a good grasp of the basic principles of marketing in general. Therefore, before we dive into the course, we're going to review the fundamentals of marketing. Pay close attention during this unit so that you can reference the material as you proceed through the rest of the course.

Learning Objectives

- Explain the exchange process.
- Define marketing.
- Discuss the importance of determining target market.
- Compare and contrast real vs. perceived value.
- Identify and describe different types of utility.
- Define market research.
- Identify types of market research.
- Discuss the effects of the Internet on marketing.
- Compare and contrast Internet marketing and traditional marketing.
- Identify the basic components of Internet marketing.

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	15 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: Introduction to Sports and Entertainment Marketing

Unit Summary

Do you want to know how Lady Gaga remains so popular or why athletes make so much money? Sure, talent plays its part, but in order to fully answer this question, you need to understand the sports and entertainment marketing industry. In the last unit, we discussed the basic principles of marketing. You learned about how a company brands itself, identifies its target market, and creates a perceived value for its product and/or services. Now, we're going to apply this knowledge to the field of sports and entertainment marketing. The key here is to think of the sports team or entertainer as a commodity—that is, a marketable item that satisfies a want or need.

Learning Objectives

- Demonstrate knowledge of the history of sports and entertainment as an industry and how it relates to today's marketplace.
- Distinguish among sports and entertainment marketing terms.
- List major environmental influences on the demand for sports and entertainment.
- Research sports and entertainment marketing information.
- Explain legislation that impacts sports and entertainment marketing.
- Describe activities to market a sports property.
- Define and simulate sports properties and marketing.
- Discuss why teams use marketing.
- Discuss the various roles in sports and entertainment marketing.

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	15 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Principles of Effective Sports and Entertainment Marketing in the 21st Century

Unit Summary

In the last unit, you learned the basics of sports and entertainment marketing. We discussed how this particular industry markets its commodities and makes money by selling both core and ancillary products. These are strategies that event marketers have been using for decades and decades, and they still make up the backbone of this type of marketing. However, new technologies such as the Internet and social media have made their mark on the industry. In this unit, we'll explore these and other new advancements and discuss the current, most effective strategies for marketing sports and entertainment commodities in the 21st century. We'll also delve more deeply into the tried-and-true marketing strategies that may be enhanced by technology, but have not changed fundamentally since the very beginning of sports and entertainment marketing. You'll be invited to think critically about these strategies, both as a consumer of these commodities as well as a marketer working within the industry.

Learning Objectives

- List and describe the marketing fundamentals that drive sports and entertainment marketing.
- Discuss how technology has changed the sports and entertainment marketing industry, for better and for worse.
- List and describe trends and emerging technologies affecting sports and entertainment marketing.
- Describe the challenges the sports and entertainment marketing industry currently faces and how they can navigate these challenges.
- Define key terms related to the principles of effective sports and entertainment marketing.

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	15 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



Unit 4: Diversity & Demographics

Unit Summary

In the last unit, we discussed how one of the main strategies for building a successful sports and entertainment marketing campaign is to hit the target market—that is the types of people most likely to purchase a particular sports or entertainment commodity. However, identifying a single target market for such a commodity is neither possible nor desirable. After all, there are likely many different types of consumers interested in attending a certain event or purchasing sports apparel. That’s where diversity and demographics play their role in the game of sports and entertainment marketing. In this unit, we’ll take a look at the statistics regarding sports fans and their behavior as well as how the sports and entertainment marketing industry is adapting in order to meet the demands of a broader and more diverse market.

Learning Objectives

- Discuss how the use of demographics has influenced the industry.
- Explain elements of culture and the need for understanding cultural diversity.
- Identify how diversity affects sports and entertainment markets.
- Describe how the broader female fan base has impacted marketing efforts.
- Explain the impact of multiculturalism on sports and entertainment marketing activities.

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	15 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Unit 5: Event Marketing

Unit Summary

In the last unit, we talked about how diversity and demographics affected the sports and entertainment marketing industry. You learned how athletes, entertainers, teams, companies, and organizations determine key characteristics of different segments of their target markets and then modify their marketing strategies accordingly in order to effectively reach a diverse market. In this unit, we're going to discuss one of the key components of the sports and entertainment marketing field—event marketing.

Learning Objectives

- Discuss the components of the event triangle.
- Describe the exchanges developed in the event triangle.
- Explain the effects of media broadcasting on the event triangle.
- Identify best practices in event marketing.
- Distinguish between push and pull marketing techniques.
- Distinguish between buzz and hype.
- Evaluate event marketing campaigns.
- Discuss how technology has impacted event marketing.
- Identify effective social media marketing strategies for event marketers.

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	15 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first five units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 6: Product Marketing

Unit Summary

In the last unit, we discussed the heart of the sports and entertainment marketing industry—event marketing. In this unit, we’ll explore another key component of the business—product marketing. Recall that at the beginning of the course, we determined that there are two key commodities that sports and entertainment marketers must promote to their prospects: core products and ancillary products. We identified the core product as the entertainer, athlete, or team. This core product must exist in order for any other related product to be sold. These related products, called ancillary products, depend on the draw of the core product in order to be appealing to the target market. There are many other factors that determine the success of these products, however. This unit will focus on how sports and entertainment marketers effectively promote, market, distribute, and sell their ancillary products.

Learning Objectives

- Explain channels of distribution for sports and entertainment marketing products and describe activities of each channel member.
- Identify components of the promotional mix such as advertising, visual merchandising, and personal selling.
- Demonstrate visual merchandising techniques for sports and entertainment marketing.
- Analyze a promotional plan for effectiveness.
- Describe stages of new-product planning.
- Define product mix.
- Identify stages of the product life cycle for new or existing sports or entertainment marketing products
- What has the geography of gender shown about society?

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	15 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Unit 7: Sponsorships and Endorsements

Unit Summary

It's no surprise that the sports and entertainment marketing industry is big business. We all know that famous athletes and celebrities can become overnight millionaires or even billionaires, but you may find yourself wondering just how they make this enormous amount of money. Moreover, you might be curious as to how event organizers pay for the huge stadiums and elaborate film productions we've become so accustomed to. Where does all of this money come from? More often than not, the answer lies in sponsorships and endorsements. In this unit, we'll take a look at how these agreements work to fund the sports and entertainment industry that we've come to know today.

Learning Objectives

- Identify components and content for a sponsorship proposal.
- Define and explain sponsorship issues.
- Categorize costs associated with a sponsorship.
- Identify types of sponsorship sales and relationship development.
- Examine benefits of sponsorship opportunities.
- Explain laws that may affect an endorsement agreement.
- Identify components of endorsement contracts.
- Discuss issues related to celebrity behavior and endorsements.
- Research the rationale for a business to engage in endorsement contracts.

Assignments

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	15 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points



Unit 8: Finances

Unit Summary

Over the duration of this course, we've cited many examples of how athletes and entertainers hit the jackpot in the sports and entertainment marketing industry. It's a multi-billion-dollar industry! With those big bucks, though, come lots of risks and a potential accounting nightmare. In this unit, we'll be exploring the related field of finances and the impact it has on the sports and entertainment marketing industry.

Learning Objectives

- Distinguish between buying for resale and buying for organization use.
- Explain the importance of identifying needs as the first step of the purchasing process.
- Demonstrate knowledge of the buying process by preparing a buying plan.
- Complete purchase orders and process invoices.
- Categorize business risks.
- Explain methods a business uses to control risks such as surveillance and safety training.
- Explain the use of inventory control information to prepare financial reports and make buying decisions.

Assignments

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	15 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points



Unit 9: Careers in Sports and Entertainment Marketing

Unit Summary

Throughout this course, we have discussed the many ways that professionals have successfully navigated the field of sports and entertainment marketing, in some instances, making big bucks for both themselves and the athletes, entertainers, or organizations that they represent. This degree of success cannot be achieved by one individual alone, however. In most instances, it requires a great team effort, and not just from athletes or celebrities! In this unit, we will discuss the various roles professionals play in the sports and entertainment marketing industry, exploring how these positions interact in order to execute successful sports and entertainment marketing campaigns. As you progress through the course, pay particular attention to the job descriptions for each of these positions. Who knows? One of them just might be your future career!

Learning Objectives

- Research careers in the sports and entertainment marketing industry.
- List and describe businesses related to sports and entertainment.
- Describe team function.
- Use teamwork to solve problems.
- Distinguish between the roles of team leaders and team members.
- Examine characteristics of good leaders.
- Identify employers' expectations and appropriate work habits.
- Define discrimination, harassment, and equality.
- Use time-management techniques to develop and maintain schedules and meet deadlines.
- Evaluate how teams measure their results.
- Develop two methods to recognize and reward team performance.
- Justify the role of professional organizations, trade associations, and labor unions in the sports and entertainment industry.

Assignments

Unit 9 Text Questions	Homework	10 points
Unit 9 Online Lab Questions	Homework	15 points
Unit 9 Discussion Assignment 1	Discussion	5 points
Unit 9 Discussion Assignment 2	Discussion	5 points
Unit 9 Quiz	Quiz	15 points



Unit 10: Societal & Cultural Influences

Unit Summary

Throughout this course, we've discussed the business and marketing side of the sports and entertainment industry. You've learned how the key players in this industry market themselves, make a living, and even account for their finances. In this unit, we'll explore how this industry affects all of us by influencing individuals specifically and our culture and society as a whole.

Learning Objectives

- Explain the psychology of marketing.
- Identify ways in which the sports and entertainment marketing industry impacts our society and culture.
- Discuss how celebrities influence young people.
- Evaluate the role celebrities play in politics.
- Define “referent power” and how it affects the influence of celebrities.
- Explain the merging of politics and celebrity and the implications of this merging.
- Demonstrate how to be savvy consumers of sports and entertainment commodities.

Assignments

Unit 10 Text Questions	Homework	10 points
Unit 10 Online Lab Questions	Homework	15 points
Unit 10 Discussion Assignment 1	Discussion	5 points
Unit 10 Discussion Assignment 2	Discussion	5 points
Unit 10 Quiz	Quiz	15 points



Final Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units six to ten in this course – the last five units. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points



Course Syllabus



Course Code: EDL040

Theater, Cinema, and Film Production

Course Description

Lights! Camera! Action! Let's explore the enchanting world of live theater and its fascinating relationship to the silver screen. In Theater, Cinema, and Film Production, you'll learn the basics of lighting, sound, wardrobe, and camerawork while examining the magic that happens behind all the drama. Delve into the glamorous history of film and theater, and examine the tremendous influence these industries have had on society and culture over the years. During this unit, you'll discuss and analyze three classic American films—Casablanca, Singin' in the Rain, and The Wizard of Oz—to help you learn how to critique and appreciate some of the most famous dramas of all time.

Required Materials

You will be required to have access to the standard editions of the three films used in this course:

- Singin' in the Rain (1952)
- Wizard of Oz (1932)
- Casablanca (1942)

If you do not already have access to these movies, you may consider other sources such as your local library.

Note: Timestamps referenced throughout the course apply to standard editions of the applicable film and may not align with any extended/modified versions.

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Unit 1: Introduction to Film Theory

Unit Summary

In this unit, you will learn several things about film history and film theory: what a film is, what a film's purpose may be, and why that purpose is important when learning about and using film theory. You'll be introduced to one particular type of film theory. And you'll look at your own experiences with films as well as the experiences scholars, critics, and historians have had as you begin your journey into the world of film theory.

Learning Objectives

- Identify what type(s) of films are used in film theory.
- Explain the differences and similarities between film criticism and film theory.
- Learn about different purposes for the creation of films.
- Name one example film for each film purpose.
- Explain auteur theory.

Assignments

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points



Unit 2: The World of Theater

Unit Summary

Before motion pictures were invented, theater provided entertainment for cultures around the world. Theater has provided structure and inspiration for modern films, and the interplay between film and theater helps us better understand the creation and impact of films. In this unit on theater, you will learn several things: what theater is, what its purposes can be, and a bit of theater's history. You'll learn what's necessary for theater to exist. And you'll draw on your experiences with performance and theater to make connections with what you learn in this unit as well as with what you learned in the previous unit on film theory.

Learning Objectives

- List and explain theater's main requirements.
- List and explain some of theater's main purposes.
- Explain the roles of religion, myth, and philosophy in the development of theater.
- Discuss Aristotle's view of catharsis.
- Describe why theater is a form of art.

Assignments

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points



Unit 3: Lighting the Scene

Unit Summary

In this unit on theater and film, you'll learn about one of the important technical aspects of creating a world on both film and stage—lighting. You'll learn the purposes of lighting for both film and theater. You'll discover the different ways that light can be manipulated for these different purposes.

Learning Objectives

- Identify and describe the two main purposes of lighting in film and theater.
- Identify and describe the three specific elements of lighting that can be changed.
- Identify and describe various tools and tricks used to manipulate lighting in both film and theater.

Assignments

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points



Unit 4: The Basic Elements of Camerawork

Unit Summary

In this unit, you will learn about camera technology and equipment that is used when making a film. You'll learn how lenses and filters are used to create the types of shots that directors seek. And you'll learn how the camera's position and movement can be manipulated to make a movie more engaging and aesthetically enjoyable.

Learning Objectives

- Identify and describe the two camera types used in making films.
- Discuss the purpose of camera equipment.
- Describe the types of lenses and filters as well as the types of shots they produce.
- Discuss how a camera can be moved and positioned to create different types of shots.

Assignments

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points



Unit 5: Managing Sound in Film and Theater

Unit Summary

In this unit, you will learn about sound in both film and theater. You'll learn how sound is created and recorded for films as well as how it is created and managed in theatrical productions. And you'll learn about some of the equipment that sound professionals use in their jobs.

Learning Objectives

- Compare and contrast the use of sound in film and theater productions.
- Describe the sound equipment used for film and theater productions.
- Name the people involved with sound in film and theater productions and describe their responsibilities.

Assignments

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



Unit 6: Wardrobe!

Unit Summary

In this unit, you will learn about wardrobe and makeup in both film and theater. You'll learn how characters' appearances are designed and brought to life and about the professionals who do this. And you'll learn about the unique concerns that must be taken into consideration during the wardrobe and makeup processes.

Learning Objectives

- Describe the processes of wardrobe and makeup design and creation.
- Compare and contrast wardrobe and makeup in stage performances and on film screens.
- Name the people involved with wardrobe and makeup in film and theater productions and describe their responsibilities.

Assignments

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points



Midterm Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first six units in this course (Note: You will be able to open this exam only one time.)

Assignments

Midterm Exam	Exam	50 points
Midterm Discussion Assignment	Discussion	5 points



Unit 7: Plotting the Script

Unit Summary

In this unit, you will learn about scripts in both film and theater as well as dramatic structures that are used in performances. Finally, you'll learn about what makes some script performances controversial.

Learning Objectives

- Define plot and dramatic structure.
- Discuss how playwrights and screenwriters may be influenced by societal questions and issues.
- Describe the elements that can raise controversy for some performances.
- Name and describe two types of dramatic structures and apply them to plays you've read and movies you've seen.

Assignments

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points



Unit 8: Acting and Directing

Unit Summary

In this lesson, you will learn about the areas of directing and acting in both film and theater contexts. You'll learn about the characteristics and skills that good actors and directors possess and cultivate.

Learning Objectives

- Identify and describe the responsibilities that actors and directors have in film and theater.
- Describe how directors and actors work together.

Assignments

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points



Unit 9: The Film Production Process

Unit Summary

In this lesson, you will learn how all the different elements of theater and film—lighting, sound, costume and makeup, directing, and acting—all come together to become a production. You'll learn the sequence of events in the production process of both film and theater. And you'll apply your technical knowledge from previous units to the production process.

Learning Objectives

- Describe how different elements are put together to create a production.
- Discuss the benefits and drawbacks of several different types of theatrical performance spaces.
- Name and describe the different types of rehearsals in theater.

Assignments

Unit 9 Text Questions	Homework	10 points
Unit 9 Online Lab Questions	Homework	10 points
Unit 9 Discussion Assignment 1	Discussion	5 points
Unit 9 Discussion Assignment 2	Discussion	5 points
Unit 9 Quiz	Quiz	15 points



Unit 10: Audiences and Economics

Unit Summary

In this lesson, you will learn how an audience can affect film and theatrical productions in North America. You'll look at the role and characteristics of theater audiences at a few specific moments in history. And you'll consider the impact that film and theatrical productions can have on their local communities and economies.

Learning Objectives

- Discuss the types of audiences present for ancient Greek and Elizabethan England performances.
- Analyze how an audience affects the type and content of film productions and dramatic performances.
- Determine the local economic impact of film and theatrical productions.

Assignments

Unit 10 Text Questions	Homework	10 points
Unit 10 Online Lab Questions	Homework	10 points
Unit 10 Discussion Assignment 1	Discussion	5 points
Unit 10 Discussion Assignment 2	Discussion	5 points
Unit 10 Quiz	Quiz	15 points



Unit 11: Film Genres

Unit Summary

In this unit, you will learn about a variety of film genres as well as their hallmark characteristics. You'll see how films can cross genres, and you'll research a specific genre to learn how filmmakers work within it to tell stories.

Learning Objectives

- Discuss the concept of genre as it relates to film.
- Name and describe different film genres.
- Use research to discuss how filmmakers balance historical accuracy and storytelling.

Assignments

Unit 11 Text Questions	Homework	10 points
Unit 11 Online Lab Questions	Homework	10 points
Unit 11 Discussion Assignment 1	Discussion	5 points
Unit 11 Discussion Assignment 2	Discussion	5 points
Unit 11 Quiz	Quiz	15 points



Unit 12: Theater Genres

Unit Summary

Like film, theater also has genres of plays and performances. In this unit, you will learn about several theater genres and their defining characteristics. You'll also see how the formation of these genres has been affected by social, cultural, and historical contexts.

Learning Objectives

- Apply the concept of genre to theater performances.
- Name and describe different theater genres.
- Discuss how different genres have been influenced by historical, social, and cultural factors.

Assignments

Unit 12 Text Questions	Homework	10 points
Unit 12 Online Lab Questions	Homework	10 points
Unit 12 Discussion Assignment 1	Discussion	5 points
Unit 12 Discussion Assignment 2	Discussion	5 points
Unit 12 Quiz	Quiz	15 points



Final Exam

Learning Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units seven to twelve in this course – the last six units. (Note: You will be able to open this exam only one time.)

Assignments

Final Exam	Exam	50 points
Class Reflection Discussion Assignment	Discussion	10 points

**APPENDIX A
CURRICULUM**

F.5 Syllabi

It includes the syllabi for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-12
- f. Health and Physical Education
- f. World Languages

Health and Physical Education

K-12

K-1 PHYSICAL EDUCATION A&B**Course Description**

Elementary PE K-1 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include exercise safety, making healthy choices, nutrition, the benefits, components, and principles of fitness, basic anatomy and physiology, and values of cooperation and teamwork. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity

Course Requirements***Grade Level***

K-1

****Materials***

- Heart Rate Monitor
- SPRI Resistance Tubing Kit

Duration

2 Semesters

Prerequisites

None

Technology Skills

Learning Coach may assist with:

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

K-1 PHYSICAL EDUCATION A&B

Semester A

Major Concepts:

- Your Fitness
- Safety
- Healthy Choices
- Components of Fitness

Semester B

Major Concepts

- Principles of Fitness
- Game Play
- Nutrition
- Your Body

2-3 PHYSICAL EDUCATION A&B**Course Description**

Elementary PE 2-3 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Course Requirements***Grade Level***

2-3

****Materials***

Basic School Supplies

Duration

2 Semesters

Prerequisites

None

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Semester A**Major Concepts:**

- Your Fitness
- Safety
- Healthy Choices
- Skill and Health

2-3 PHYSICAL EDUCATION A&B

Semester B

Major Concepts

- Principles of Fitness
- Game Play
- Nutrition
- Your Body

4-5 PHYSICAL EDUCATION A&B**Course Description**

Elementary PE 4-5 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Course Requirements***Grade Level***

4th – 5th Grade

****Materials***

Basic School Supplies

Duration

2 Semesters

Prerequisites

None

Technology Skills

- Internet Navigation
- Word Processing Skills
- Email Communication (with assistance of parent or teacher)

Semester A**Major Concepts:**

- Course Introduction
- Safety
- Improving Fitness
- Physical Health

4-5 PHYSICAL EDUCATION A&B

Semester B

Major Concepts

- Being Healthy
- Game Play
- Nutrition
- Sportsmanship

Middle School Health Syllabus

Course Description

This course provides an overview of how behavior affects health. The broad range of topics include nutrition and physical activity; growth, development, and sexual health; injury and safety prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Students will explore how the choices they make about their bodies affect both their present and future. They will also be given the tools to make informed decisions to better their health.

Course Objectives

- Evaluate the advantages of having positive relationships with family, friends, and peers by examining the characteristics of positive relationships.
- Analyze the importance of boundaries in relationships by comparing different types of boundaries and how they affect a person's life.
- Describe how stress can be managed by examining the causes of stress and discovering methods to reduce its effect.
- Describe how to help a person who is coping with grief by examining the stages of grief and matching them with appropriate actions.
- Analyze how body image affects everyday life by understanding body image and explaining how it impacts others' behavior.
- Determine when to seek professional help for emotional or mental problems by examining characteristics of anxiety and depression, and by highlighting the characteristics of people who can provide professional help.
- Evaluate the importance of medical screenings and exams by identifying ways in which early detection protects health.
- Describe environmental health risks by identifying the link between pollution and specific disease risks.
- Explain how personal decisions impact health by describing how one person's consumer behavior and personal health can increase risk to the community.
- Analyze the role of the government in public health by identifying government organizations that are involved in public health and examining the role and function of each.
- Identify common causes of disease by describing the impact of pathogens and risky health behaviors on personal health.
- Evaluate disease prevention strategies by explaining how diet, exercise, and other health behaviors can reduce disease risk.
- Describe the male and the female reproductive systems by highlighting their characteristics.
- Describe conception by relating it to the male and female reproductive systems.
- Evaluate the ability of various contraceptive methods by examining characteristics of each type.

Middle School Health Syllabus

- Analyze the risks associated with sexually transmitted infections (STIs) by highlighting characteristics of STIs and methods to prevent them.
 - Evaluate the characteristics of healthy relationships by examining the success of open communication and mutual respect for relationships.
 - Evaluate the negative effects of alcohol use by examining the physical, social, and legal risks associated with alcohol use.
 - Evaluate the negative effects of tobacco use by examining the physical, social, and financial costs of tobacco use.
 - Evaluate the negative effects of drug use by examining the physical, social, financial, and legal risks associated with illegal drug use.
 - Analyze the laws that regulate the sale and use of alcohol, tobacco, and drugs by identifying the goals of state and federal regulations.
 - Identify ways in which people can avoid substance use by describing drug-refusal strategies and alternatives to substance use.
-
- Describe basic first aid procedures by relating each procedure to specific injuries.
 - Analyze how being prepared for a natural disaster can save lives by examining characteristics of natural disasters and methods of preparation.
 - Explain the importance of using standard (universal) safety precautions by describing how standard safety precautions are used to prevent the spread of infectious diseases.
 - Evaluate which activities pose a risk to the eyes and mouth by examining various athletic, social, and motor vehicle-related activities.
 - Evaluate the risks posed to a person by gangs by examining how gangs operate.
 - Evaluate the risks posed to a person by abusive individuals by highlighting characteristics of abusive people and abusive relationships.
 - Differentiate macronutrients and micronutrients by describing the characteristics of each type of macronutrient and micronutrient.
 - Evaluate portion sizes commonly served in the United States by comparing them with healthful portion sizes.
 - Evaluate the health effects of poor eating habits by highlighting the impact of diet on the risk of developing serious diseases.
 - Identify factors that promote unhealthy eating by analyzing the impact of income, time pressure, and cravings on eating habits.
 - Evaluate the health effects of regular exercise by examining the short- and long-term benefits of exercise.
-

Middle School Health Syllabus

Required Materials

- Internet browser
-

Course Overview

- This course is made up of six units. Each unit has five lessons, for a total of 30 lessons.
- All lessons in the course contain three to four content pieces, a Discussion Board, and a cross-unit Project that relates to the topic being taught in those units.
- A total of seven videos that contain direct instruction are also provided.
- For assessment, students are given
 - up to three Workbook questions per content piece
 - one engaging Discussion Board activity per lesson
 - a Checkpoint at the end of each lesson (excluding lessons 29 and 30)
 - an Unit Exam (with no more than 20 questions) in the last lesson of each unit (excluding the final unit)
 - two cross-course Project activities, to be submitted in lessons 15 and 26
 - a 32-question Final Exam in Lesson 30.
- The last lesson of the course will review the previous units and present the final exam.

Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings. The readings are supplemented with visual learning aids like infographics, tables, and diagrams. Some activities feature embedded videos. These videos provide direct instruction and a deeper understanding of lesson concepts.

Key Terms

Content pieces feature highlighted, clickable key terms. Clicking a key term will reveal its definition.

Assessments

Middle School Health Syllabus

Workbooks

Each text activity is followed immediately by computer-graded Workbook questions related to the concepts that were just taught.

Recommended Gradebook percentage: 10%

Checkpoints

These computer-graded activities contain 10 questions to assess students' mastery of lesson objectives. They appear in the first four lessons of each unit.

Recommended Gradebook percentage: 15%

Unit Exams

These computer-graded activities occur at the end of Units 1–5. (Unit 6 has the Final Exam; see below.) Unit exams include up to 20 questions that assess mastery of unit objectives.

Recommended Gradebook percentage: 20%

Final Exam

This computer-graded activity appears in Lesson 30. It has 32 questions designed to assess mastery of course objectives.

Recommended Gradebook percentage: 15%

Discussion Boards

These teacher-graded activities, which appear in all 30 lessons, provide students with the opportunity to discuss concepts related to each lesson. Students are challenged to respond thoughtfully and encouraged to observe other classmates' posts and reply to them if they disagree or have additional information to share. Students should be reminded to be both polite and understanding of perspectives they do not share.

Seat time per Discussion Board: 20 mins

Recommended Gradebook percentage: 15%

Projects

There are two cross-unit projects. The first project is introduced to students in Lesson 1 and submitted in Lesson 15. The student will have project check-ins throughout the first three units in Lessons 1, 3, 5, 7, 9, 11, and 13. The second project is introduced to students in Lesson 17 and submitted in Lesson 26. The student will have project check-ins in Lessons 17, 19, 21, 23, 25, and 26.

Recommended Gradebook percentage: 25%

Middle School Health Syllabus

Schedule of Work

Unit 1: Mental, Emotional, and Social Health

Unit 2: Personal and Community Health

Unit 3: Growth, Development, and Sexual Health

Unit 4: Alcohol, Tobacco, and Other Drugs

Unit 5: Injury Prevention and Safety

Unit 6: Nutrition and Physical Activity

Middle School Physical Education Syllabus

Course Description

In this course, students explore the importance of physical activity. They begin by learning about the five key areas of physical fitness and how to assess themselves in each area. After assessing themselves, students will create physical fitness goals and develop a plan to reach those goals.

Students will also learn aspects of sports and recreation, including sportsmanship and leadership. They also explore information that will help them stay safe while being active and develop lifelong healthy habits.

Because this is a physical education course, students will exercise throughout the entire course. They are given the freedom to participate in physical activities that they enjoy. To track their progress, they will maintain a daily activity log.

Course Objectives

- Describe the five components of fitness by highlighting the importance of each.
- Understand how to achieve desired fitness goals by practicing specific physical activities.
- Improve performance in physical activities by evaluating and refining personal goals.
- Use and analyze science-based data and protocols to assess oneself on the five components of health-related physical fitness.
- Demonstrate the ability to develop an individualized exercise program by examining SMART goals and creating and participating in a program.
- Demonstrate an understanding of moderate to vigorous physical activity by planning and tracking participation in an exercise program for at least five days each week.
- Explain how movement patterns, from simple to complex, apply to athletic activities by breaking down athletic movements into their simplest parts.
- Demonstrate proficiency in movement skills by performing athletic movements with appropriate technique.
- Evaluate the improvement of athletic performance of various athletes by implementing feedback mechanisms to guide performance outcomes.
- Explain the rules of popular sports in terms of how to score and win.
- Evaluate the injury risks associated with each popular sport by describing common injuries and ways to minimize injury risk.
- Explain strategies for measuring health by describing specific tests for measuring heart rate, blood pressure, and body composition.
- Explain strategies for measuring fitness by describing specific tests for measuring strength, flexibility, and cardiorespiratory endurance.

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- Identify strategies for exercising safely in all environmental conditions by describing the effect of temperature and altitude on the human body.
- Analyze the traits of a good leader by relating various actions taken by leaders to the specific outcomes of the actions.
- Evaluate the importance of warm-up and cooldown in physical exercise by examining their effects on the body.

Required Materials

- Internet browser

Course Overview

This course is made up of six units. Each unit has five lessons, for a total of 30 lessons.

The first four lessons of each unit contain between two and four content pieces. Each unit contains one Discussion Board activity. Students will submit their activity logs and projects in the fifth lesson of each unit.

For assessment, students are given

- 1–3 workbook questions per content piece
- 1 Discussion Board activity per unit for Units 1–6
- 7–10 Checkpoint questions in the second and fourth lessons of Units 1–6
- 1 log to track physical activity
- 1 project, including self-assessment, goal planning, plan development, plan evaluation, and self-reassessment

Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the teacher communicate with students regarding information related to course guidelines and grading policies.

Middle School Physical Education Syllabus

Course Organization

Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings. These readings include visual elements such as infographics and tables and diagrams that aid in learning.

Key Terms

Important vocabulary terms (and their respective definitions) are given in each lesson. These terms are highlighted orange and can display a definition box when a student clicks on the term. The student clicks again on the term to remove the definition box.

Assessment

Workbooks

Each text activity is followed immediately by one to three computer-graded Workbook questions related to the activity's concepts.

Recommended gradebook percentage: 10%

Checkpoints

These computer-graded activities use 7 to 10 questions to assess students' mastery of lesson objectives. They appear in the second and fourth lesson of each unit.

Recommended gradebook percentage: 15%

Materials

There are several different ways to build a simple, yet effective, trebuchet. The following video shows one way to do so:

[in-house video]

To view the transcript for this video, click the link.

Building a Trebuchet – Transcript

The materials presented below are based on the trebuchet seen in the video. If you follow a different method to construct your trebuchet, modify the materials list accordingly.

- 36 wooden chopsticks
- 3 large marshmallows (for use as projectiles)

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- 3 counterweights with different masses
(**Note:** Masses can be built out of combinations of US coins. See table at right for average weights of common coins.)
- 2 paper clips
- 1 small (32 oz), round disposable plastic container with a lid
- 1 short, hollow tube wide enough to accommodate a chopstick
(**Note:** The plastic cap off a pen or marker can be modified to work by cutting off the end.)
- a few feet of thread
- duct tape
- scissors
- a ruler or a tape measure

Coin	Average Weight Per Coin (g)
penny	2.60
nickel	4.97
dime	2.26
quarter	5.64

Discussions

These teacher-graded activities provide students with the opportunity to discuss concepts taught in the course. Students are challenged to provide thoughtful responses. Students are encouraged to observe the posts of their classmates and reply to the posts if they have additional information or an alternative viewpoint to share. Students should be reminded to be both polite and understanding of perspectives they do not share.

Recommended gradebook percentage: 15%

Course-Long Project: Physical Activity Log

The course-long project is introduced to students in Lesson 1. The project has students documenting the time they spend exercising each day. The requirement for sixth-grade students is 200 minutes per every 10 school days. The requirement for seventh- and eighth-grade students is 400 minutes for every 10 school days. Students keep track of their physical activities in a log each day and submit the log at the end of every unit (6 total submissions).

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Teachers may provide students with their own log at their discretion—see the Resources page for an example. Teachers assign a grade for the project. See the Projects document of this Teacher Resource Guide for more information, including a recommended grading rubric, when applicable.

Recommended gradebook percentage: 30%

Course-Long Project: Personal Fitness Assessment

Students will complete this project throughout the first five units of the course. In Unit 1, they will assess their physical fitness and determine which FitnessGram zone they fall into. In Unit 2, they use their assessment results to create SMART goals in each of the five areas of physical fitness. In Unit 3, students will create a plan to achieve their SMART goals. In Unit 4, students evaluate their progress and refine their goals or their plans. In Unit 5, they will reassess their fitness levels to determine if they reached their goals. Teachers may provide students with their own template at their discretion. Teachers may provide students with their own template to record progress at their discretion, see the Resources page for an example. Teachers assign a grade for the project. See the Projects document of this Teacher Resource Guide for more information, including a recommended grading rubric, when applicable.

Recommended gradebook percentage: 30%

Middle School Physical Education Syllabus

Schedule of Work

Unit 1: Physical Fitness

Texts

Lesson 1: Cardiorespiratory	Cardiorespiratory Endurance, Blood Pressure and Heart Rate
Lesson 2: Muscular Strength and Endurance	Muscular Strength and Endurance, Resistance Training
Lesson 3: Flexibility	Flexibility, Stretching
Lesson 4: Body Composition	Body Composition, BMI

- Videos
 - Lesson 1—FitnessGram: Cardiovascular Endurance
 - Lesson 2—FitnessGram: Push-Up Test; FitnessGram: Curl-Up Test
 - Lesson 3—FitnessGram: Flexibility, Dynamic Stretching
- Key Terms
- workbook problems (Lessons 1–4, one to three questions each)
- Discussion Board (Lesson 3)
- Checkpoint questions (Lessons 2 and 4)
- Physical Activity Log (Lessons 1–5)
- Project: Personal Fitness Assessment (Lessons 2 and 5)

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Unit 2: Conditioning and Training

Texts

Lesson 6: Safety	Safety during Physical Activity, Common Injuries
Lesson 7: Preparation for Exercise	Physical Activity Guidelines, Warm-Up and Cooldown
Lesson 8: Cardio Training	Cardiorespiratory Exercise Guidelines, Anaerobic vs Aerobic
Lesson 9: Weight Training	Resistance Training Exercises, Resistance Training Guidelines

- Videos
 - Lesson 6: Safety during Physical Education
 - Lesson 9: Chest Exercises; Back Exercises; Leg Exercises; Shoulder Exercises; Arm Exercises
- Key Terms
- workbook problems (Lessons 6–9, one to three questions each)
- Discussion Board (Lesson 6)
- Checkpoint questions (Lessons 7 and 9)
- Physical Activity Log (Lessons 6–10)
- Project: SMART Goals (Lesson 10)

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Unit 3: Sports

Texts

Lesson 11: Individual Sports	Dance and Gymnastics, Tennis, Track and Field, Combat Sports
Lesson 12: Group Sports	Football, Basketball, and Baseball; Hockey and Soccer; Volleyball
Lesson 13: Strategies and Sportsmanship	Offensive and Defensive Strategies, Sportsmanship
Lesson 14: Leadership	Defining Leadership, Identifying Leadership Skills

- Key Terms
- workbook problems (Lessons 11–14, one to three questions each)
- Discussion Board (Lesson 13)
- Checkpoint questions (Lessons 12 and 14)
- Physical Activity Log (Lessons 11–15)
- Project: Create a Plan (Lesson 15)

Middle School Physical Education Syllabus

Unit 4: Move It!

Texts

Lesson 16: Activity Levels	Moderate Physical Activity, Vigorous Physical Activity
Lesson 17: Simple vs Complex Movements	Simple Movement Patterns, Complex Movement Patterns, Breaking Down Movement Patterns
Lesson 18: Applying Movement Patterns	Movement Patterns in Combative Sports, Movement Patterns in Gymnastics, Movement Patterns in Team Sports
Lesson 19: Skill Development	Skills for Athletic Performance, Developing Athletic Skills

- Key Terms
- workbook problems (Lessons 16–19, one to three questions each)
- Discussion Board (Lesson 16)
- Checkpoint questions (Lessons 17 and 19)
- Physical Activity Log (Lessons 16–20)
- Project: Refine Your Plan (Lesson 20)

Middle School Physical Education Syllabus

Unit 5: Improvement

Texts

Lesson 21: Feedback	Providing Feedback, Coaching and Cueing
Lesson 22: Health Benefits	Physical Health Benefits, Mental Health Benefits
Lesson 23: Motivation and Visualization	Motivation and Focus, Staying Motivated
Lesson 24: Principles of Training	Exercise Principles, Achieving Fitness Goals, Characteristics of Excellence

- Key Terms
- workbook problems (Lessons 21–24, one to three questions each)
- Discussion Board (Lesson 21)
- Checkpoint questions (Lessons 22 and 24)
- Physical Activity Log (Lessons 21–25)
- Project: Reassess Your Personal Fitness (Lesson 25)

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Unit 6: Physical Fitness Big Picture

Texts

Lesson 26: Physical Fitness for All	Defying Age and Gender Stereotypes, Defying Physical Challenges
Lesson 27: Influences of Physical Fitness	Physical Guidelines by Age, Accommodations for Puberty
Lesson 28: Nutrition	Getting Energy, Portion Distortion
Lesson 29: Self-Responsibility	Behavior Changes

- Videos
 - Lesson 26: Defying Age and Gender
 - Lesson 29: Common Barriers to Exercise; NEAT; Stages of Change
- Key Terms
- workbook problems (Lessons 26–29, one to three questions each)
- Discussion Board (Lesson 30)
- Checkpoint questions (Lessons 27 and 29)
- Physical Activity Log (Lessons 26–30)

High School Health Syllabus

Course Description

This course provides an overview of how behavior affects health. The broad range of topics include nutrition and physical activity; growth, development, and sexual health; injury and safety prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. Students will explore how the choices they make about their bodies affect both their present and future. They will also be given the tools to make informed decisions to better their health.

Course Objectives

- Evaluate the advantages of having positive relationships with family, friends, and peers by examining the characteristics of positive relationships.
- Analyze the importance of boundaries in relationships by comparing different types of boundaries and how they affect a person's life.
- Describe how stress can be managed by examining the root causes of stress and discovering methods to reduce its effect.
- Describe how to help a person who is coping with grief by examining the stages of grief and matching them with appropriate actions.
- Analyze how body image affects everyday life by understanding body image and explaining how it impacts others' behavior.
- Assess when to seek professional help for emotional or mental problems by examining characteristics of anxiety and depression, and by highlighting the characteristics of people who can provide professional help.
- Evaluate the importance of medical screenings and exams by identifying ways in which early detection protects health.
- Describe environmental health risks by identifying the link between pollution and specific disease risks.
- Explain how personal decisions impact health by describing how one person's consumer behavior and personal health can increase risk to the community.
- Analyze the role of the government in public health by identifying government organizations that are involved in public health and examining the role and function of each.
- Identify common causes of disease by describing the impact of pathogens and risky health behaviors on personal health.
- Evaluate disease prevention strategies by explaining how diet, exercise, and other health behaviors can reduce disease risk.
- Describe the male and the female reproductive systems by highlighting their characteristics.

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- Describe conception by relating it to the male and female reproductive systems.
- Evaluate the changes that happen during pregnancy by examining the development of the offspring over time.
- Evaluate the efficiency of various contraceptive methods by examining characteristics of each type.
- Analyze the risks associated with sexually transmitted infections (STIs) by highlighting characteristics of STIs and methods to prevent them.
- Evaluate the characteristics of healthy relationships by examining the effectiveness of open communication and mutual respect for relationships.
- Evaluate the negative effects of alcohol use by examining the physical, social, and legal risks associated with alcohol use.
- Evaluate the negative effects of tobacco use by examining the physical, social, and financial costs of tobacco use.
- Evaluate the negative effects of drug use by examining the physical, social, financial, and legal risks associated with illegal drug use.
- Analyze the laws that regulate the sale and use of alcohol, tobacco, and drugs by identifying the goals of state and federal regulations.
- Identify ways in which people can avoid substance use by describing drug-refusal strategies and alternatives to substance use.
- Describe basic first aid procedures by relating each procedure to specific injuries.
- Evaluate the efficiency of CPR and AED by examining the procedures and relating them to specific injuries.
- Analyze how being prepared for a natural disaster can save lives by examining characteristics of natural disasters and methods of preparation.
- Evaluate which activities pose a risk to the eyes and mouth by examining various athletic, social, and motor vehicle-related activities.
- Analyze the risks associated with driving by examining safety laws and relating them to specific risks.
- Evaluate the risks posed to a person by gangs by examining how gangs operate.
- Evaluate the risks posed to a person by abusive individuals by highlighting characteristics of abusive people and abusive relationships.
- Differentiate macronutrients and micronutrients by describing the characteristics of each type of macronutrient and micronutrient.
- Evaluate portion sizes commonly served in the United States by comparing them with healthful portion sizes.

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- Evaluate the health effects of poor eating habits by highlighting the impact of diet on the risk of developing serious diseases.
 - Identify factors that promote unhealthy eating by analyzing the impact of income, time pressure, and cravings on eating habits.
 - Evaluate the health effects of regular exercise by examining the short- and long-term benefits of exercise.
-

Required Materials

- Internet browser
-

Course Overview

- This course is made up of six units. Each unit has five lessons, for a total of 30 lessons.
- All lessons in the course contain three to four content pieces, a Discussion Board, and a cross-unit Project that relates to the topic being taught in those units.
- A total of seven videos that contain direct instruction are also provided.
- For assessment, students are given
 - one to four WB questions per content piece
 - one engaging Discussion Board activity per lesson
 - a 10-question Checkpoint at the end of each lesson (excluding the final unit)
 - a 20-question Unit Exam in the last lesson of each unit (excluding the final unit)
 - two cross-course Project activities, to be submitted at the end of each unit
 - a 38-question Final Exam in Lesson 30
- The final unit of the course will have four lessons of new content, and serves as a course review. The last lesson will review the previous units.

Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings. The readings are supplemented with visual learning aids like infographics, tables, and

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diagrams. Some activities feature embedded videos. These videos provide direct instruction and a deeper understanding of lesson concepts.

Key Terms

Content pieces feature highlighted, clickable key terms. Clicking a key term will reveal its definition.

Assessments

Workbooks

Each text activity is followed immediately by computer-graded Workbook questions related to the concepts that were just taught.

Recommended Gradebook percentage: 10%

Checkpoints

These computer-graded activities contain 10 questions to assess students' mastery of lesson objectives. They appear in the first four lessons of each unit.

Recommended Gradebook percentage: 15%

Unit Exams

These computer-graded activities occur at the end of Units 1–5. (Unit 6 has the Final Exam; see below.) Unit exams include 20 questions that assess mastery of unit objectives.

Recommended Gradebook percentage: 20%

Final Exam

This computer-graded activity appears in Lesson 30. It has 38 questions designed to assess mastery of course objectives.

Recommended Gradebook percentage: 15%

Discussion Boards

These teacher-graded activities, which appear in all 30 lessons, provide students with the opportunity to discuss concepts related to each lesson. Students are challenged to respond thoughtfully and encouraged to observe other classmates' posts and reply to them if they disagree or have additional information to share. Students should be reminded to be both polite and understanding of perspectives they do not share.

Seat time per Discussion Board: 20 mins

Recommended Gradebook percentage: 15%

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Projects

There are two cross-unit projects. The first project is introduced to students in Lesson 1 and submitted in Lesson 15. The student will have project check-ins throughout the first three units in Lessons 1, 3, 5, 7, 9, 11, and 13. The second project is introduced to students in Lesson 17 and submitted in Lesson 26. The student will have project check-ins in Lessons 17, 19, 21, 23, 25, and 26.

Recommended Gradebook percentage: 25%

High School Health Syllabus

Schedule of Work

Unit 1: Mental, Emotional, and Social Health

- Video: Stress Management and Assistance (Lesson 2)
- Infographics: Stages of Grief (Lesson 3) and Professional Help for Mental Health (Lesson 5)
- Text Activities
 - Lesson 1: Positive Relationships
 - Lesson 2: Stress and Stress Management
 - Lesson 3: Grief and Loss
 - Lesson 4: Personal Body Image
 - Lesson 5: Mental Health Professionals
- Workbook Questions (Lessons 1–5, two to three questions each)
- Discussion Board (Lessons 1–5)
- Checkpoint (Lessons 1–4, 10 questions each)
- Unit 1 Exam (Lesson 5, 20 questions)
- Project: Healthy Relationships and Lifestyles Project Check-in: Part 1 (Lessons 1, 3, 5)

Unit 2: Sport and Recreation

- Videos: Promote Community Health and Wellness (Lesson 8)
- Infographics: Recognizing Pathogens and Symptoms of Illness and Disease (Lesson 6) and External Health Risks (Lesson 7)
- Text Activities
 - Lesson 6: Personal Health and Care
 - Lesson 7: Environmental Health Risks
 - Lesson 8: Global and Community Health
 - Lesson 9: Common Diseases and Prevention
 - Lesson 10: Self-Care and Personal Hygiene
- Workbook Questions (Lessons 6–10, two to three questions each)
- Discussion Board (Lessons 6–10)
- Checkpoint (Lessons 6–9, 10 questions each)
- Unit 1 Exam (Lesson 10, 20 questions)
- Project: Healthy Relationships and Lifestyles Project Check-in: Part 2 (Lessons 7 and 9)

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Unit 3: Exercise Testing and Program Design

- Video: Dating and Healthy Relationships (Lesson 15)
- Infographics: Female/Male Reproductive Anatomy (Lesson 11), HIV vs. AIDS (Lesson 13)
- Text Activities
 - Lesson 11: Reproductive Anatomy
 - Lesson 12: Pregnancy and Development
 - Lesson 13: Sexually Transmitted Infections
 - Lesson 14: HIV and AIDS
 - Lesson 15: Sexual Health
- Workbook Questions (Lessons 11–15, two to three questions each)
- Discussion Board (Lessons 11–15)
- Checkpoint (Lessons 11–14, 10 questions each)
- Unit 3 Exam (Lesson 15, 20 questions)
- Project: Healthy Relationships and Lifestyles Project Check-in: Part 3 (Lessons 11, 13, and 15)

Unit 4: Behavior Modification

- Video: none
- Infographics: Types of Drugs (Lesson 18)
- Text Activities
 - Lesson 16: Alcohol
 - Lesson 17: Tobacco
 - Lesson 18: Drugs
 - Lesson 19: Consequences of Alcohol, Tobacco, and Drugs
 - Lesson 20: Drug Prevention
- Workbook Questions (Lessons 16–20, two to three questions each)
- Discussion Board (Lessons 16–20)
- Checkpoint (Lessons 16–19, 10 questions each)
- Unit 4 Exam (Lesson 20, 20 questions)
- Project: PSA Project Overview and Brainstorming (Lessons 17, 18, and 19)

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Unit 5: Nutrition and Weight Management

- Videos: Importance of CPR (Lesson 21), Gangs and Violence (Lesson 25)
- Infographics: Natural Disasters and Emergency Situations (Lesson 22), Oral Injuries and Mouth Protection (Lesson 23)
- Text Activities
 - Lesson 21: First Aid, CPR, and AEDs
 - Lesson 22: Emergency Response
 - Lesson 23: Injuries and Prevention
 - Lesson 24: Safety Laws
 - Lesson 25: Violence
- Workbook Questions (Lessons 21–25, two to three questions each)
- Discussion Board (Lessons 21–25)
- Checkpoint (Lessons 21–24, 10 questions each)
- Unit 5 Exam (Lesson 25, 20 questions)
- Project: PSA Project Part 1, 2, and 3 (Lessons 21, 23, and 25)

Unit 6: Review and Final Exam

- Video: Types of Physical Activity (Lesson 29)
- Text Activities
 - Lesson 26: Basic Nutrition
 - Lesson 27: Food Portions and Meals
 - Lesson 28: Diet and Effective Eating Habits
 - Lesson 29: Physical Activity and Safety
 - Lesson 30: Course Overview
 - Unit 1 and 2 Review
 - Unit 3 and 4 Review
 - Unit 5 and 6 Review
 - Discussion Board
 - Final Exam
 - Course Bibliography
 - End of Course
- Workbook Questions (Lessons 26–29, two to three questions each)
- Discussion Board (Lessons 26–30)
- Checkpoint (Lessons 26–29, 10 questions each)

High School Physical Education A Syllabus

Suggested Prerequisites

None

Course Description

This course teaches students about the importance of physical activity and personal fitness, aspects of sport and recreation, and healthy eating habits. Throughout the course, students are expected to evaluate their own fitness, design an exercise plan, and track their results.

Course Objectives

- Distinguish between fitness and wellness by explaining the unique benefits of each.
- Evaluate the risks of inactivity by explaining the connection between exercise and disease.
- Evaluate different fitness and exercise options by comparing their advantages and disadvantages.
- Compare different fitness and exercise equipment by discussing the benefits and limits of each.
- Describe the five components of fitness by highlighting the importance of each.
- Evaluate the qualities of a good sportsperson by examining the social and cultural role of sports in everyday life.
- Explain the rules of popular sports with regard to scoring and how to win in each sport.
- Analyze offensive and defensive strategies of popular sports by detailing similarities and differences across sports.
- Evaluate the injury risks associated with each popular sport by describing common injuries and ways to minimize injury risk.
- Describe the unique physical abilities required for popular sports by detailing the physical demands of each sport.
- Describe how exercise protects health by examining the short-term and long-term physical changes caused by exercise.
- Explain strategies for measuring health by describing specific tests for measuring heart rate, blood pressure, and body composition.
- Explain strategies for measuring fitness by describing specific tests for measuring strength, flexibility, and cardiorespiratory endurance.
- Describe the key elements of an exercise program by evaluating the benefits of warm-ups, cardio endurance training, resistance training, and cooldowns.
- Identify strategies for protecting against exercise-related injuries by describing causes of sprains and strains.

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- Identify strategies for exercising safely in all environmental conditions by describing the impact of temperature and altitude on the human body.
 - Analyze why some people do not exercise, and examine the daily schedules of sample people.
 - Evaluate the effectiveness of influences that can get people to exercise by highlighting the characteristics of each influence.
 - Examine the transtheoretical model of change to analyze how people can make long-term changes in their behavior.
 - Evaluate the effectiveness of methods that can get people to continue exercise programs by relating each method to human behavior.
 - Discuss how setting proper goals can enhance exercise adherence by comparing the characteristics of different types of goals.
 - Analyze the traits of a good leader by relating various actions taken by leaders to the specific outcomes of the actions.
 - Evaluate how the human body functions by examining human metabolism and relating it to energy requirements.
 - Discuss basic food groups by relating each food group to specific functions in the human body.
 - Evaluate the need for vitamins and minerals by examining the effects of each vitamin or mineral on the body.
 - Analyze why people use performance enhancing drugs by examining the effects of drugs on the human body.
 - Analyze how meals should be planned while doing regular exercise by matching the requirements of exercise with the major food groups.
 - Discuss the importance of weight management by identifying the effects of obesity on the human body.
 - Evaluate the effectiveness of various weight management programs by highlighting their characteristics.
-

Required Materials

- Internet browser
-

Course Overview

- This course is made up of six units. Each unit has five lessons, for a total of 30 lessons.
- All lessons in the first five units of the course contain two to four content pieces, a discussion board, and a course-long Project in which students use a log to track their physical activity.
- A total of 18 videos that contain direct instruction are also provided.

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- For assessment, students are given:
 - two WB questions per content piece
 - one engaging Discussion Board activity per lesson
 - a 10-question Checkpoint at the end of each lesson (excluding the final unit)
 - a 15-question Unit Exam in the last lesson of each unit (excluding the final unit)
 - a full-course Project activity, to be submitted at the end of each unit
 - a Final Exam in Lesson 30
- The final unit of the course serves as a course review. One unit is reviewed per lesson in lessons 26-30.

Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings, including visual elements such as infographics and other tables and diagrams that aid in learning. An instructional video may be embedded in an activity at the start of each lesson (13 lessons begin this way). These videos provide direct instruction and also a deeper understanding of lesson concepts. Five videos on various strength-training exercises also appear within Lesson 14.

Seat time per content piece/video: 25 mins

Key Terms

Students are provided with important vocabulary terms and associated definitions that are emphasized in each lesson. These terms are highlighted orange and have the capability to display a definition box when a student clicks on the term. The student clicks again on the term to remove the definition box.

Assessment

Workbooks

Each text activity is followed immediately by two computer-graded Workbook questions related to the concepts that were just taught.

Seat time for Workbook questions is included in “Text and Videos” above.

Recommended gradebook percentage: 10%

Checkpoints

High School Physical Education A Syllabus

These computer-graded activities use 10 randomly selected questions from a larger pool of questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5. The only assessment in Unit 6, a review unit, is the Final Exam.

Seat time per Checkpoint: 20 mins

Recommended gradebook percentage: 15%

Unit Exams

These computer-graded activities, which occur at the end of each unit, except for Unit 6, include 15 questions that assess mastery of unit objectives.

Seat time per Unit Exam: 30 mins

Recommended gradebook percentage: 20%

Final Exam

This computer-graded activity, which appears in Lesson 30, assesses mastery of course objectives.

Seat time for Final Exam: 60 mins

Recommended gradebook percentage: 15%

Discussions

These teacher-graded activities, which appear in all 30 lessons, provide students with the opportunity to discuss concepts related to each lesson. Students are challenged to provide thoughtful responses. Students are encouraged to observe the posts of their classmates and reply to the posts if they have additional information to share, or if they have a viewpoint that differs from what they see on the discussion board. Students should be reminded to be both polite and understanding of perspectives they do not share.

Seat time per Discussion: 25 mins

Recommended gradebook percentage: 15%

Project

The course-long Project is introduced to students in Lesson 1. Students are required to document the minutes they spend performing physical activities each day. The requirement is 200 minutes for every 5 school days, or 40 minutes per day on average. Students keep track of their physical activities in a log, on a daily basis, and submit the log at the end of every unit (6 total submissions). Teachers may provide students with their own log at their discretion. Teachers assign a grade for the Project. See the Projects document of this Teacher Resource Guide for more information, including a recommended grading rubric.

Seat/activity time per each lesson's Project: 60 mins

High School Physical Education A Syllabus

Recommended gradebook percentage: 25%

Schedule of Work

Unit 1: Introduction to Fitness

- Videos: Health Status of the United States (Lesson 1), Wearable Technology (Lesson 3), NEAT (non-exercise activity thermogenesis) (Lesson 4), Five Components of Fitness (Lesson 5)
- Texts:
 - Lesson 1: Defining Wellness and Fitness; Physical Activity and Chronic Disease; Physical Activity and Injury Rates
 - Lesson 2: Health Clubs and Non-profit Centers; In-home and Outdoor Opportunities; Online Fitness Resources
 - Lesson 3: Cardio Equipment; Strength-training Machines, Cable Machines, and Elastic Resistance; Barbells, Dumbbells, Kettlebells, and Medicine Balls
 - Lesson 4: Endurance Activities; Yoga, Pilates, and Group Exercise; Strength Training
 - Lesson 5: Body Composition; Flexibility; Cardiorespiratory Endurance; Muscular Endurance and Muscular Strength
- Key Terms
- Workbook Problems (lessons 1-5, two questions each)
- Discussion Board (lessons 1-5)
- Checkpoint (lessons 1-4, 10 questions each)
- Unit 1 Exam (lesson 5, 15 questions)
- Project: Physical Activity Log (lessons 1-5)

Unit 2: Sport and Recreation

- Videos: History of Games, Sports, and Dance (Lesson 6)
- Texts:
 - Lesson 6: Rules, Fair Play, and Cheating; Etiquette and Bullying; Diversity and Multiculturalism
 - Lesson 7: Football, Basketball, and Baseball; Hockey and Soccer; Combat Sports
 - Lesson 8: Golf; Tennis and Volleyball; Badminton and Table Tennis
 - Lesson 9: Dance; Gymnastics; Cheerleading
 - Lesson 10: Hiking and Obstacle Races; Endurance Races; Swimming and Water Polo
- Key Terms
- Workbook Problems (lessons 6-10, two questions each)
- Discussion Board (lessons 6-10)
- Checkpoint (lessons 6-9, 10 questions each)
- Unit 2 Exam (lesson 10, 15 questions)
- Project: Physical Activity Log (lessons 6-10)

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Unit 3: Exercise Testing and Program Design

- Videos: Health Benefits of Physical Activity (Lesson 11), Chest Exercises (Lesson 14), Back Exercises, (Lesson 14), Leg Exercises (Lesson 14), Shoulder Exercises (Lesson 14), Arm Exercises (Lesson 14), Safety During Physical Activity (Lesson 15)
- Texts:
 - Lesson 11: Cardiorespiratory Health; Musculoskeletal Health; Psychological Benefits of Exercise
 - Lesson 12: Pre-participation Health Screening; Heart Rate and Blood Pressure; BMI and Waste to Hip Ratio; Body Composition Assessment
 - Lesson 13: Flexibility Assessments; Cardiorespiratory Assessments; Muscular Endurance Assessments
 - Lesson 14: Warm-up and Cool-down; Physical Activity Guidelines for Americans; Cardiorespiratory Exercise Guidelines; Resistance Training Guidelines
 - Lesson 15: Sprains, Strains, and Common Injuries; Active and Passive Recovery Methods; Exercise in Heat, Humidity, and Cold; Exercise at Altitude and in Pollution
- Key Terms
- Workbook Problems (lessons 11-15, two questions each)
- Discussion Board (lessons 11-15)
- Checkpoint (lessons 11-14, 10 questions each)
- Unit 3 Exam (lesson 15, 15 questions)
- Project: Physical Activity Log (lessons 11-15)

Unit 4: Behavior Modification

- Videos: Common Barriers to Exercise (Lesson 16), Intro to Stages of Change (Lesson 17), Defining Goals (Lesson 19)
- Texts:
 - Lesson 16: Kinds of Support; Group Influences on Exercise; Exercise Impact on College and Career Productivity
 - Lesson 17: Stages of Change Model; Applying the Transtheoretical Model
 - Lesson 18: Exercise Adherence and Self-efficacy; Cognitive Strategies; Behavioral Strategies; Stress Management
 - Lesson 19: SMART Goals; Skills Activity: Critiquing Goals
 - Lesson 20: Defining Leadership; Leadership Styles; Intrapersonal and Interpersonal Skills; Resolving Conflict
- Key Terms
- Workbook Problems (lessons 16-20, two questions each)
- Discussion Board (lessons 16-20)
- Checkpoint (lessons 16-19, 10 questions each)
- Unit 4 Exam (lesson 20, 15 questions)
- Project: Physical Activity Log (lessons 16-20)

Unit 5: Nutrition and Weight Management

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- Videos: Calorie Guessing Game (Lesson 21), MyPlate/Dietary Guidelines for Americans (Lesson 24)
- Texts:
 - Lesson 21: Energy Balance; Daily Energy Needs; Estimating Energy Needs
 - Lesson 22: Carbohydrates; Protein; Lipids; Water
 - Lesson 23: Vitamins/Minerals; Supplements; Performance Enhancing Drugs
 - Lesson 24: Portion Distortion; Frequently Asked Questions; Pre/Post Meal Planning (Snack Plan)
 - Lesson 25: Fitness, Nutrition, and Body Composition; Fad Diets and Gimmicks; Judging Media and Marketing Claims; Eating Disorders
- Key Terms
- Workbook Problems (lessons 21-25, two questions each)
- Discussion Board (lessons 21-25)
- Checkpoint (lessons 21-24, 10 questions each)
- Unit 5 Exam (lesson 25, 15 questions)
- Project: Physical Activity Log (lessons 21-25)

Unit 6: Review and Final Exam

Lesson 26 – Unit 1 Review

- Lesson 1 Review; Lesson 2 Review; Lesson 3 Review; Lesson 4 Review; Lesson 5 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 27 – Unit 2 Review

- Lesson 6 Review; Lesson 7 Review; Lesson 8 Review; Lesson 9 Review; Lesson 10 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 28 – Unit 3 Review

- Lesson 11 Review; Lesson 12 Review; Lesson 13 Review; Lesson 14 Review; Lesson 15 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 29 – Unit 4 Review

- Lesson 16 Review; Lesson 17 Review; Lesson 18 Review; Lesson 19 Review; Lesson 20 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 30 – Unit 5 Review & Final Exam

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- Lesson 21 Review; Lesson 22 Review; Lesson 23 Review; Lesson 24 Review; Lesson 25 Review
- Discussion Board
- Project: Physical Activity Log (final submission)
- Final Exam
- End of Course

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Course Syllabus

Suggested Prerequisites

PED102: Introduction to Exercise Science

Course Description

This course teaches students about the fundamentals of exercise science, including principles of the relevant body systems, fitness testing, training, and program design. Throughout the course, students are expected to evaluate their own fitness, design an exercise plan, and track their results.

Course Objectives

- Describe the properties of open and closed chain exercises by highlighting their characteristics and studying how they relate to physical activity.
- Evaluate the function of the nervous, skeletal, and muscular systems in exercise by examining each system and relating its activity to physical exercise.
- Evaluate the function of the cardiovascular, respiratory, and endocrine systems in exercise by examining each system and relating its activity to physical exercise.
- Analyze how the ATP-PC, glycolytic, and oxidative energy systems relate to physical exercise by comparing function and characteristics of each system.
- Evaluate how the energy systems work in different types of exercise by examining the energy requirements of the types of exercise and relating them to properties of the energy systems.
- Describe how the human body moves by studying motion in terms of planes of motion and force, leverage, torque, and rotary motion.
- Evaluate the role of fitness testing in physical exercise by examining the goal and procedures of fitness testing and relating them with fitness goals.
- Describe how to determine heart rate, body mass index, and body composition by examining the procedures for each test.
- Analyze the importance of knowing heart rate, body mass index, and body composition in fitness by examining how each relates to fitness and by relating them with fitness goals
- Describe how to determine flexibility, cardio status, and muscular endurance by examining the procedures for determining each.

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- Analyze the importance of knowing flexibility, cardio status, and muscular endurance in fitness by examining how each relates to fitness and by relating them with fitness goals.
 - Evaluate the importance of warm-up and cooldown in physical exercise by examining the effects of warm-up and cooldown procedures on the body.
 - Evaluate how flexibility can be increased by highlighting the characteristics of different stretching methods and comparing their advantages and disadvantages.
 - Analyze how cardiorespiratory training affects overall fitness levels by examining the characteristics of variables relevant to cardiorespiratory training and how the cardiorespiratory system functions during exercise.
 - Describe different levels of core training by highlighting the characteristics of the core and comparing and contrasting the properties of the core systems at different training levels.
 - Evaluate the importance of core training in physical exercise by highlighting the structure of the core systems and examining different core training activities.
 - Evaluate the benefits of plyometric training by examining the effects of the stretch-shortening cycle and the effects of plyometric training on the body.
 - Evaluate the benefits of speed, agility, and quickness (SAQ) training by examining mechanics of SAQ training and its effects on the body.
 - Evaluate the risks associated with plyometric training and SAQ training by examining exercises of each training.
 - Describe resistance training by examining the SAID principle and endurance, speed, and power.
 - Evaluate the benefits of resistance training by examining the effects of resistance training on the body.
 - Describe the acute variables that define an exercise program by examining each variable.
 - Evaluate ways to estimate energy needs of a program by examining how the body provides energy and how exercises consume energy.
 - Analyze the effects of cardiovascular training programs on the body by identifying the characteristics of steady-state, interval, aerobic, and anaerobic training.
 - Analyze the effects of resistance training programs on the body by determining the effects of building muscular endurance, strength, and power.
 - Determine ways to design all-inclusive muscular development programs by identifying relevant activities to be included.
 - Identify ways to design exercise programs for people with health conditions by examining the health condition and how it affects the body.
-

High School Physical Education B Syllabus

Required Materials

- Internet browser
-

Course Overview

- This course is made up of six units. Each unit has five lessons, for a total of 30 lessons.
- All lessons in the first five units of the course contain two to four content pieces, a discussion board, and a course-long Project in which students use a log to track their physical activity.
- A total of 25 videos that contain direct instruction are also provided.
- For assessment, students are given:
 - two Workbook questions per content piece
 - one engaging Discussion Board activity per lesson
 - a 10-question Checkpoint at the end of each lesson (excluding the final unit)
 - a 20-question Unit Exam in the last lesson of each unit (excluding the final unit)
 - a full-course Project activity, to be submitted at the end of each unit
 - a 25-question Final Exam in Lesson 30

The final unit of the course serves as a course review. One unit is reviewed per lesson in lessons 26-30.

Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the course teacher communicate with students regarding information related to course guidelines and grading policies.

Course Organization

Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings, including visual elements such as infographics and other tables and diagrams that aid in learning. An instructional video may be embedded in an activity at the start of each lesson (13 lessons begin this way). These videos provide direct instruction and also a deeper understanding of lesson concepts. Five videos on various strength-training exercises also appear within Lesson 14.

Seat time per video 20 mins

Seat time per content piece: 25 mins

Key Terms

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Students are provided with important vocabulary terms and associated definitions that are emphasized in each lesson. These terms are highlighted orange and have the capability to display a definition box when a student clicks on the term. The student clicks again on the term to remove the definition box.

Assessment

Workbooks

Each text activity is followed immediately by two computer-graded Workbook questions related to the concepts that were just taught.

Seat time for Workbook questions is included in “Text and Videos” above.

Recommended gradebook percentage: 10%

Checkpoints

These computer-graded activities use 10 questions to assess students' mastery of lesson objectives. They appear in the first four lessons of Units 1-5. The only assessment in Unit 6, a review unit, is the Final Exam.

Seat time per Checkpoint: 20 mins

Recommended gradebook percentage: 15%

Unit Exams

These computer-graded activities, which occur at the end of each unit, except for Unit 6, include 20 questions that assess mastery of unit objectives.

Seat time per Unit Exam: 30 mins

Recommended gradebook percentage: 20%

Final Exam

This computer-graded activity, which appears in Lesson 30, includes 25 questions that assess mastery of course objectives.

Seat time for Final Exam: 45 mins

Recommended gradebook percentage: 15%

Discussions

These teacher-graded activities, which appear in all 30 lessons, provide students with the opportunity to discuss concepts related to each lesson. Students are challenged to provide thoughtful responses. Students are encouraged to observe the posts of their classmates and reply to the posts if they have additional information to share or if they have a viewpoint that differs from what they see on the

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discussion board. Students should be reminded to be both polite and understanding of perspectives they do not share.

Seat time per Discussion: 25 mins

Recommended gradebook percentage: 15%

Project

The course-long Project is introduced to students in Lesson 1. Students are required to document the minutes they spend performing physical activities each day. The requirement is 200 minutes for every 5 school days, or 40 minutes per day on average. Students keep track of their physical activities in a log on a daily basis, then submit the log at the end of every unit (6 total submissions). Teachers may provide students with their own log at their discretion. Teachers assign a grade for the Project. See the Projects document of this Teacher Resource Guide for more information, including a recommended grading rubric.

Seat/activity time per each lesson's Project: 60 mins

Recommended gradebook percentage: 25%

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Schedule of Work

Unit 1: Exercise Science Principles

- Videos:
 - The Kinetic Chain (Lesson 1)
- Texts:
 - Lesson 1: Nervous System and Physical Activity, Skeletal System and Physical Activity, Muscular System and Physical Activity
 - Lesson 2: Cardiovascular System and Physical Activity, Respiratory System and Physical Activity, Endocrine System and Physical Activity
 - Lesson 3: Energy and Work, Energy Systems, Energy: Intensity and Duration
 - Lesson 4: Metabolism during Steady-State Exercise, Metabolism during Intermittent Work, Myth of the Fat-Burning Zone
 - Lesson 5: Muscle Fiber Types, Planes of Motion and Joint Motion, Muscle Actions, Muscular Leverage and Force, Motor Learning and Proprioception
- Key Terms
- Workbook Problems (lessons 1-5, two questions each)
- Discussion Board (lessons 1-5)
- Checkpoint (lessons 1-4, 10 questions each)
- Unit 1 Exam (lesson 5, 20 questions)
- Project: Physical Activity Log (lessons 1-5)

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Unit 2: Sport and Recreation

- Videos:
 - Overview of Fitness Testing (lesson 6), Resting Heart Rate (lesson 8) BMI (lesson 8), Body Composition (lesson 8), Flexibility Tests (lesson 10), Cardiorespiratory Tests (lesson 10), Muscular Endurance Tests (lesson 10)
- Text:
 - Lesson 6: Benefits and Limitations of Fitness Testing, Health History Questionnaires
 - Lesson 7: Heart Rate and Blood Pressure, BMI, Body Composition Tests
 - Lesson 8: N/A
 - Lesson 9: Flexibility Assessments, Cardio Assessments, Muscular Endurance Assessments
 - Lesson 10: N/A
- Key Terms
- Workbook Problems (lessons 6-10, two questions each)
- Discussion Board (lessons 6-10)
- Checkpoint (lessons 6-9, 10 questions each)
- Unit 2 Exam (lesson 10, 20 questions)
- Project: Physical Activity Log (lessons 6-10)

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Unit 3: Exercise Testing and Program Design

- Videos:
 - Static Stretching (lesson 11), PNF Stretching (lesson 11), Dynamic Stretching (lesson 11), Cardiorespiratory Training (lesson 11), Beginner Core Exercises (lesson 14), Intermediate Core Exercises (lesson 14), Advanced Core Exercises (lesson 14)
- Texts:
 - Lesson 11: Warm-Up and Cooldown Protocols
 - Lesson 12: Static Stretching, Dynamic Stretching, PNF Stretching
 - Lesson 13: Cardiorespiratory Training Guidelines, Benefits of Cardiorespiratory Training, Monitoring Intensity
 - Lesson 14: N/A
 - Lesson 15: Muscles and Function of the Core, Core Training Guidelines, Core Training and Low Back Pain
- Key Terms
- Workbook Problems (lessons 11-15, two questions each)
- Discussion Board (lessons 11-15)
- Checkpoint (lessons 11-14, 10 questions each)
- Unit 3 Exam (lesson 15, 20 questions)
- Project: Physical Activity Log (lessons 11-15)

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Unit 4: Behavior Modification

- Videos:
 - Beginner Plyometric Exercises (lesson 16), Intermediate Plyometric Exercises (lesson 16), Advanced Plyometric Exercises (lesson 16), Ladder Drills (lesson 16), Cone Drills (lesson 16), Chest Exercises (lesson 19), Back Exercises (lesson 19), Shoulder Exercises (lesson 19), Biceps and Triceps Exercises (lesson 19), Leg Exercises (Lesson 19)
- Texts:
 - Lesson 16: N/A
 - Lesson 17: Overview of Plyometric Training, Plyometric Training and Performance Enhancement, Plyometric Training and Injury Prevention
 - Lesson 18: Overview of SAQ Training; Sprint Mechanics; Differentiating Speed, Agility, and Quickness
 - Lesson 19: N/A
 - Lesson 20: Overview of Resistance Training, Benefits of Resistance Training, Resistance Training Systems, Acute Variables, Resistance Training Myths, Gym Etiquette and Spotting Techniques
- Key Terms
- Workbook Problems (lessons 16-20, two questions each)
- Discussion Board (lessons 16-20)
- Checkpoint (lessons 16-19, 10 questions each)
- Unit 4 Exam (lesson 20, 20 questions)
- Project: Physical Activity Log (lessons 16-20)

High School Physical Education B Syllabus

Unit 5: Nutrition and Weight Management

- Videos: N/A
- Texts:
 - Lesson 21: Overview of Program Design, Physical Activity Guidelines for Americans, FITT-VP, Estimating Energy Needs
 - Lesson 22: Steady-State Cardiovascular Training, Aerobic Interval Training Programs, Anaerobic Training Programs
 - Lesson 23: Muscular Endurance Training, Muscular Development Training, Power Training
 - Lesson 24: All-Inclusive Endurance Program, All-Inclusive Muscular Development Program, All-Inclusive Power Program
 - Lesson 25: Exercise Programming for Asthma, Exercise Programming for Obesity, Exercise Programming for Diabetes Mellitus
- Key Terms
- Workbook Problems (lessons 21-25, two questions each)
- Discussion Board (lessons 21-25)
- Checkpoint (lessons 21-24, 10 questions each)
- Unit 5 Exam (lesson 25, 20 questions)
- Project: Physical Activity Log (lessons 21-25)

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Unit 6: Review and Final Exam

Lesson 26 – Unit 1 Review

- Lesson 1 Review, Lesson 2 Review, Lesson 3 Review, Lesson 4 Review, Lesson 5 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 27 – Unit 2 Review

- Lesson 6 Review, Lesson 7 Review, Lesson 8 Review, Lesson 9 Review, Lesson 10 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 28 – Unit 3 Review

- Lesson 11 Review, Lesson 12 Review, Lesson 13 Review, Lesson 14 Review, Lesson 15 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 29 – Unit 4 Review

- Lesson 16 Review, Lesson 17 Review, Lesson 18 Review, Lesson 19 Review, Lesson 20 Review
- Discussion Board
- Project: Physical Activity Log

Lesson 30 – Unit 5 Review & Final Exam

- Lesson 21 Review, Lesson 22 Review, Lesson 23 Review, Lesson 24 Review, Lesson 25 Review
- Discussion Board
- Project: Physical Activity Log (final submission)
- Final Exam
- End of Course

**APPENDIX A
CURRICULUM**

G.5 Syllabi

It includes the syllabi for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- a. English Language Arts K-12
- b. Mathematics K-12
- c. Science K-12
- d. Social Studies K-12
- e. General Electives K-12
- f. Health and Physical Education
- g. World Languages

World Languages

K-12

Spanish I A Syllabus

Course Description

In this introductory course, students will be introduced to the basics of the Spanish language through reading, writing, listening, and speaking. Students will learn how to introduce themselves and others, talk about interests and hobbies, ask for directions, and more!

In addition to learning the language, students will also learn about the cultures of some Spanish-speaking countries. They will learn about daily life in Mexico, the history of Spain, cultural traditions in Argentina, and more!

Students will participate in discussion boards, speaking practice, a culture project, and a speaking project.

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student, but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. Following the introduction, a set of activities will take place:

Vocabulary (Lessons 1-25) – This activity introduces vocabulary for the lesson. Most Vocabulary activities include a graded workbook.

Grammar (Lessons 1-25) – This activity provides instruction for how to apply proper Spanish grammar. Most Grammar activities include a graded workbook.

Application (Lessons 1-25) – This activity is an opportunity to practice reading, writing, listening, and speaking Spanish. The Application activity itself is not graded, but any associated workbook questions are.

Culture (Lessons 1-25) – This activity introduces an aspect of a Spanish-speaking country's culture. Most Culture activities include a graded workbook.

Discussion Board (Lessons 1-4, 6-9, 11-14, 16-19, and 21-24) – This activity is graded by the instructor and allows the student to interact and communicate with classmates and the instructor about lesson content.

Speaking Practice (Lessons 5, 10, 15, 20, and 25) – This activity is graded by the instructor and is an opportunity to listen to and repeat Spanish phrases to practice speaking skills.

Lesson Summary (Lessons 1-25) – an activity designed to review the information and content learned.

Checkpoint (Lessons 1-4, 6-9, 11-14, 16-19, and 21-24) – This graded activity uses 10 questions to assess mastery of lesson objectives.

Unit Exam (Lessons 5, 10, 15, 20, and 25) – At the end of the Unit is an exam that will assess mastery of the Unit objectives.

Culture Project (Lessons 2, 4, 7, 9, and 14)) – This is an assessment graded by the instructor that requires application of knowledge and writing capabilities.

Speaking Project (Lessons 16, 18, 19, 21, and 24) – This is an assessment graded by the instructor that requires application of knowledge and speaking capabilities.

Unit Review (Lessons 26-30) – This is an activity to review vocabulary and lesson summaries from each lesson in a unit to prepare for the final exam.

Final Exam (Lesson 30) – At the end of the course is an exam that will assess mastery of the course objectives.

Unit 1:

- Lesson 1: Introduction and Tips for Learning Spanish
- Lesson 2: Spanish Alphabet
- Lesson 3: Formal Introductions
- Lesson 4: Informal Introductions
- Lesson 5: Small Talk
- Workbook Assessments
- Discussions
- Culture Project
- Checkpoints 1-4
- Unit 1 Exam

Unit 2:

- Lesson 6: Numbers and Location
- Lesson 7: Telling Time
- Lesson 8: Friends & Family
- Lesson 9: Leisure activities
- Lesson 10: School
- Workbook Assessments
- Discussions
- Culture Project
- Checkpoints 6-9
- Unit 2 Exam

Unit 3:

- Lesson 11: Toys and Pets
- Lesson 12: Sports
- Lesson 13: Food
- Lesson 14: Friends
- Lesson 15: Celebrations
- Workbook Assessments
- Discussions
- Culture Project
- Checkpoints 11-14
- Unit 3 Exam

Unit 4:

- Lesson 16: Calendar/Dates
- Lesson 17: Weather/Seasons
- Lesson 18: Holidays
- Lesson 19: More Activities
- Lesson 20: Restaurants
- Workbook Assessments
- Discussions
- Culture Project
- Checkpoints 16-19
- Unit 4 Exam

Unit 5:

- Lesson 21: Transportation
- Lesson 22: Maps
- Lesson 23: Vacations
- Lesson 24: Nature
- Lesson 25: Helpful Phrases for Traveling
- Workbook Assessments
- Discussions
- Culture Project
- Checkpoints 21-24
- Unit 5 Exam

Unit 6:

- Lesson 26: Review Unit 1
- Lesson 27: Review Unit 2
- Lesson 28: Review Unit 3
- Lesson 29: Review Unit 4
- Lesson 30: Review Unit 5 & Final Exam

Spanish I B Syllabus

Course Description

This course is the second semester of year one of Spanish. Students will continue with the introduction to the basics of Spanish language through reading, writing, listening, and speaking. Students will learn how to discuss school subjects, various professions, daily routines, and likes and dislikes.

In addition to learning the language, students will also learn about the cultures of Venezuela, Chile, Ecuador, Guatemala, and Cuba. Students will learn about the history, traditions and practices of each of these countries.

Students will participate in discussion boards, speaking practice, a multimedia writing project and a speaking project.

Prerequisite: Spanish 1A

Course Objectives

Discuss concepts regarding school, house hold chores, daily activities and routines, common sights around town, professions, human body, illness and injuries, clothing, shopping, spending and saving, lending and borrowing money by translating related words.

Demonstrate an understanding of the use of regular present tense verbs, and irregular present tense verbs.

Demonstrate an understanding of the use of regular and irregular verbs in the present tense.

Understand the impact the history, products, traditions, and perspectives have played in Spanish-speaking countries.

Write simple short sentences in Spanish relating to topics covered in the course.

Speak in simple sentences in Spanish relating to topics covered in the course.

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student, but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. Following the introduction, a set of activities will take place:

Vocabulary (Lessons 1- 25) – This activity introduces vocabulary for the lesson. Vocabulary terms are accompanied by phonetic spelling so the student may be able to pronounce the word correctly in Spanish. Some vocabulary terms are accompanied by an image to illustrate the concept of the word.

Grammar (Lessons 1- 25) – This activity provides instruction for how to apply proper Spanish grammar. Most Grammar activities include a graded workbook.

Application (Lessons 1- 25) – This activity is an opportunity to practice reading, writing, listening, and speaking Spanish. The Application activity itself is not graded, but any associated workbook questions are.

Culture (Lesson 1 -25) - This activity introduces an aspect of a Spanish-speaking country's culture. Most Culture activities include a graded workbook.

Discussion Board (Lessons 1-4, 6-9, 11-14, 16-19, 21-24) – This activity is graded by the instructor and allows the student to interact with classmates and the instructor about lesson content.

Speaking Practice (Lessons 5, 10, 15, 20, and 25) – This activity is graded by the instructor and is an opportunity to listen to and repeat Spanish phrases to practice speaking skills.

Lesson Summary (Lessons 1 -25) – an activity designed to review the information and content learned.

Checkpoint (Lessons 1-4, 6-9, 11-14, 16-19, 21-24) – This graded activity uses 10 questions to assess mastery of lesson objectives. The Checkpoint may be taken up to three times.

Unit Exam (Lessons 5, 10, 15, 25) – At the end of the Unit is an exam that will assess mastery of the Unit objectives.

Final Exam (Lesson 30) - At the end of the course is an exam that will assess mastery of the course objectives.

Writing Project (Lessons 6, 7, 8, 9, 10, 15) – This is an assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of content.

Speaking Project (Lessons 16, 18, 20, 23, 25) - This is an assessment graded by the instructor that requires application of knowledge and speaking capabilities.

Unit Review (Lessons 26-30) – This is an activity to review vocabulary and lesson summaries from each lesson in a unit to prepare for the Final Exam.

Unit 1:

- Lesson 1: Mis estudios
- Lesson 2: Mi escuela
- Lesson 3: Mis quehaceres
- Lesson 4: Donde yo vivo hay...
- Lesson 5: Entre aquí y allí
- Workbook Assessments
- Discussions
- Checkpoints 1-4
- Speaking Practice
- Unit 1 Exam

Unit 2:

- Lesson 6: Professional Life
- Lesson 7: La tecnología
- Lesson 8: Las profesiones médicas
- Lesson 9: En el taller
- Lesson 10: Los adverbios
- Workbook Assessments
- Discussions
- Writing Project
- Checkpoints 6-9
- Speaking Practice
- Unit 2 Exam

Unit 3:

- Lesson 11: Por la mañana
- Lesson 12: De día a día
- Lesson 13: Antes de acostarme
- Lesson 14: Las órdenes
- Lesson 15: ¿A quién le gusta...?
- Workbook Assessments
- Discussions
- Submission of Writing Project
- Checkpoints 11-15
- Speaking Practice
- Unit 3 Exam

Unit 4:

- Lesson 16: El cuerpo
- Lesson 17: Las enfermedades
- Lesson 18: Las heridas
- Lesson 19: Las emergencias
- Lesson 20: En el consultorio
- Workbook Assessments
- Discussions
- Speaking Project
- Checkpoints 16-20
- Speaking Practice
- Unit 4 Exam

Unit 5:

- Lesson 21: Los colores
- Lesson 22: La ropa
- Lesson 23: ¿Qué talla quieres?
- Lesson 24: De compras...
- Lesson 25: ¿Cuánto le debo?
- Workbook Assessments
- Discussions
- Submission of Speaking Project
- Checkpoints 21-24
- Speaking Practice
- Unit Exam 5

Unit 6:

- Lesson 26: Review of Unit 1
- Lesson 27: Review of Unit 2
- Lesson 28: Review of Unit 3
- Lesson 29: Review of Unit 4
- Lesson 30: Review of Unit 5 & Final Exam

Spanish II A Syllabus

Course Description

This course is the first semester of year two of Spanish. Students will continue with the introduction to the basics of Spanish language through reading, writing, listening, and speaking. Students will learn how to discuss social relationships, climate, various animals, fables, holiday customs and traditions, and outdoor activities.

In addition to learning the language, students will also learn about the cultures of Paraguay, Puerto Rico, El Salvador, Costa Rica, and Bolivia. Students will learn about the history, products, traditions, practices, and perspectives of each of these countries.

Students will participate in discussion boards, speaking practice, writing a fable in Spanish and a speaking project which will have the students ask questions, start, and end conversations.

Prerequisite: Spanish 1A and Spanish 1B

Course Objectives

Discuss concepts regarding social relationships, people in the community, climate in the northern and southern hemispheres, farm animales, zoo animales, fables, care of the home, holiday customs, transition points in life, cultural activities, leisure time activities, outdoor activities, recreational activities, and music.

Demonstrate an understanding of the use of adjectives of nationality, the verb *hacer* with time expressions, indefinite words & negative words, demonstrative adjectives and pronouns, adverbs, clarification of possessives with *de* + pronoun, prepositions, *por* and *para*, *estar* + prepositions, listening and reading strategies, and prepositional pronouns.

Demonstrate an understanding of the use of *estar* + past participle, imperfect, preterit, conjugation of regular and irregular verbs in the imperfect, verbs that change meaning in preterite vs the imperfect, formal commands, commands + pronouns, and constructions with *se*.

Understand the impact the history, products, traditions, and perspectives have played in Spanish-speaking countries.

Write simple short sentences in Spanish relating to topics covered in the course.

Speak in simple sentences in Spanish relating to topics covered in the course.

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student, but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. Following the introduction, a set of activities will take place:

Vocabulary (Lessons 1- 25) – This activity introduces vocabulary for the lesson. Some vocabulary terms are accompanied by an image to illustrate the concept of the word.

Grammar (Lessons 1- 25) – This activity provides instruction for how to apply proper Spanish grammar. Most Grammar activities include a graded workbook.

Application (Lessons 1- 25) – This activity is an opportunity to practice reading, writing, listening, and speaking Spanish. The Application activity itself is not graded, but any associated workbook questions are.

Culture (Lesson 1 -25) - This activity introduces an aspect of a Spanish-speaking country's culture. Most Culture activities include a graded workbook.

Discussion Board (Lessons 1-4, 6-9, 11-14, 16-19, 21-24) – This activity is graded by the instructor and allows the student to interact with classmates and the instructor about lesson content.

Speaking Practice (Lessons 5, 10, 15, 20, and 25) – This activity is graded by the instructor and is an opportunity to listen to and repeat Spanish phrases to practice speaking skills.

Lesson Summary (Lessons 1 -25) – This is an activity designed to review the information and content learned.

Checkpoint (Lessons 1-4, 6-9, 11-14, 16-19, 21-24) – This graded activity uses 10 questions to assess mastery of lesson objectives. The Checkpoint may be taken up to three times.

Unit Exam (Lessons 5, 10, 15, 25) – At the end of the Unit is an exam that will assess mastery of the Unit objectives.

Final Exam (Lesson 30) - At the end of the course is an exam that will assess mastery of the course objectives.

Writing Project (Lessons 16, 17, 18, 19, 20) – This is an assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of content.

Speaking Project 1 (Lessons 6, 7, 8, 9, 10) - This is an assessment graded by the instructor that requires application of knowledge and speaking capabilities.

Speaking Project 2 (Lessons 11, 12, 13, 14, 15) - This is an assessment graded by the instructor that requires application of knowledge and speaking capabilities.

Unit Review (Lessons 26-30) – This is an activity to review vocabulary and lesson summaries from each lesson in a unit to prepare for the Final Exam.

Unit 1:

- Lesson 1: En familia
- Lesson 2: Relaciones sociales entre amigos
- Lesson 3: Interacciones religiosas
- Lesson 4: El trato social en la ciudad
- Lesson 5: Interacciones en la comunidad
- Workbook Assessments
- Discussions
- Checkpoints 1-4
- Speaking Practice
- Unit 1 Exam

Unit 2:

- Lesson 6: El clima del hemisferio norte
- Lesson 7: El clima del hemisferio sur
- Lesson 8: Los animales de la granja
- Lesson 9: Los animales del zoológico
- Lesson 10: Las fábulas
- Workbook Assessments
- Discussions
- Speaking Project
- Checkpoints 6-9
- Speaking Practice
- Unit 2 Exam

Unit 3:

- Lesson 11: El cuidado de la casa: Mantenimiento y reparaciones
- Lesson 12: El cuidado de la casa: Otras tareas caseras
- Lesson 13: Interacción con integrantes de la comunidad: Gastos de vivienda
- Lesson 14: Interacción con integrantes de la comunidad: Arreglos y mejoras de vivienda
- Lesson 15: Interacción con integrantes de la comunidad: Planes para mudarse
- Workbook Assessments
- Discussions
- Speaking Project
- Checkpoints 11-15
- Speaking Practice
- Unit 3 Exam

Unit 4:

- Lesson 16: Días festivos por tradición
- Lesson 17: Días festivos por tradición
- Lesson 18: Etapas de la vida - La niñez
- Lesson 19: Etapas de la vida - La adolescencia
- Lesson 20: Etapas de la vida - La edad adulta y la vejez
- Workbook Assessments
- Discussions
- Writing Project
- Checkpoints 16-20
- Speaking Practice
- Unit 4 Exam

Unit 5:

- Lesson 21: Actividades culturales
- Lesson 22: Actividades de esparcimiento
- Lesson 23: Actividades al aire libre
- Lesson 24: Actividades de recreación
- Lesson 25: Actividades relacionadas con la música
- Workbook Assessments
- Discussions
- Checkpoints 21-24
- Speaking Practice
- Unit Exam 5

Unit 6:

- Lesson 26: Review of Unit 1
- Lesson 27: Review of Unit 2
- Lesson 28: Review of Unit 3
- Lesson 29: Review of Unit 4
- Lesson 30: Review of Unit 5 & Final Exam

Spanish II B Syllabus

Course Description

Spanish B is the second semester of year two of Spanish. Students will continue with their acquisition of the Spanish language through reading, writing, listening, and speaking. Students will do so by participating in discussion boards, speaking practices, writing projects, and speaking projects. Students will learn how to discuss a variety of topics such as transportation, extracurricular interests, significant historical figures of various countries, professions, cuisine, clothing, health, and technological advances. Students will be able to discuss these topics in the present, past, future, and conditional tenses, as well as the present subjunctive mood.

In addition to learning the language, students will also learn about the cultures of the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama. Students will learn about the history, cultural products, traditions, practices, and perspectives of each of these countries.

Course Objectives

Discuss concepts regarding travel and geography, interests, the kitchen, the professional world, and innovation.

Demonstrate an understanding of the imperfect progressive, long-form possessive adjectives and pronouns, the present perfect, the past perfect, the future tense, the conditional, the subjunctive mood, and the imperfect subjunctive.

Understand the impact the history, products, traditions, and perspectives have played in Spanish-speaking countries.

Write simple short sentences in Spanish relating to topics covered in the course.

Speak in simple sentences in Spanish relating to topics covered in the course.

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student, but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. Following the introduction, a set of activities will take place:

Vocabulary – This activity introduces vocabulary for the lesson. Vocabulary terms are accompanied by an audio recording so the student may be able to pronounce the word correctly in Spanish. Some vocabulary terms are accompanied by an image to illustrate the concept of the word.

Grammar – This activity provides instruction for how to apply proper Spanish grammar. Each Grammar activity includes a graded workbook.

Application – This activity is an opportunity to practice reading, writing, listening, and speaking Spanish. The Application activity itself is not graded, but any associated workbook questions are.

Culture – This activity introduces an aspect of a Spanish-speaking country’s culture. Each Culture activity includes a graded workbook.

Discussion Board – This activity is graded by the instructor and allows the student to interact with classmates and the instructor about lesson content.

Speaking Practice – This activity is graded by the instructor and is an opportunity to listen to and repeat Spanish phrases to practice speaking skills.

Checkpoint – This graded activity assess mastery of lesson objectives.

Lesson Summary – This activity is designed to review the information and content learned.

Unit Exam – At the end of the Unit is an exam that will assess mastery of the Unit objectives.

Writing Project – This is an assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of content.

Speaking Project – This is an assessment graded by the instructor that requires application of knowledge and speaking capabilities.

Final Exam – At the end of the course is an exam that will assess mastery of the course objectives.

Schedule of Work

Unit 1: Los viajes y la geografía

Lesson 1: Preparativos de viaje e itinerario

Lesson 2: Medios de transporte

Lesson 3: El hospedaje

Lesson 4: La geografía

Lesson 5: Los sitios de interés

Checkpoints 1- 4

Workbook Assessments

Discussions

Speaking Practice

Review

Unit 1 Exam

Unit 2: Los intereses

Lesson 6: Intereses y actividades curriculares

Lesson 7: Actividades extraescolares e intereses personales

Lesson 8: En la comunidad

Lesson 9: La ropa y los accesorios

Lesson 10: La moda y las tendencias

Checkpoints 6-9

Workbook Assessments

Discussions

Speaking Practice

Review

Unit 2 Exam

Speaking Project # 1

Unit 3: La cocina

Lesson 11: Comidas y hábitos alimenticios

Lesson 12: Comida casera y comida rápida

Lesson 13: Restaurantes y gastronomía internacional

Lesson 14: Aprendiendo a cocinar

Lesson 15: La pastelería

Checkpoints 11-14

Workbook Assessments

Discussions

Speaking Practice

Review

Unit 3 Exam

Speaking Project # 2

Unit 4: El mundo profesional

Lesson 16: El empleo

Lesson 17: Las profesiones

Lesson 18: Las profesiones del campo de medicina

Lesson 19: La salud

Lesson 20: La atención médica

Checkpoints 16-19

Workbook Assessments

Discussions

Speaking Practice

Review

Unit 4 Exam

Unit 5: La tecnología y la innovación

Lesson 21: La comunicación inteligente

Lesson 22: Avances tecnológicos en ciencias

Lesson 23: Innovaciones en los negocios

Lesson 24: Innovaciones médicas

Lesson 25: Innovaciones en infraestructura

Checkpoints 21-24

Workbook Assessments

Discussions

Speaking Practice

Review

Unit 5 Exam

Writing Project

Unit 6: Repaso

Lesson 26: Review of Unit 1

Lesson 27: Review of Unit 2

Lesson 28: Review of Unit 3

Lesson 29: Review of Unit 4

Lesson 30: Review of Unit 5 + Course Final Exam

Spanish 3A Syllabus

Suggested Prerequisites: Spanish 1A/1B, Spanish 2A/2B

Course Description

Spanish 3 (1 of 2) is the first semester of year three of Spanish. Students will continue with their acquisition of the Spanish language through reading, writing, listening, and speaking. Discussion Boards, speaking practice, a writing project, and a speaking project offer further practice of these skills. Students will explore the topic of writing in Spanish by learning about informative, argumentative, and descriptive texts, as well as the creative writing process. They will also learn about significant historical events in Spanish-speaking countries, as well as cultural products, practices, philosophies, and public spaces. Students will be able to discuss these topics in the indicative and subjunctive moods as well as the imperative.

Course Objectives

- Discuss concepts regarding the creative process, personal narratives, short fiction, and informative, argumentative, and descriptive texts.
- Demonstrate an understanding of the conditional, future perfect, imperfect, preterit, past perfect subjunctive, reported speech, prepositions of time and place, indirect commands, and verbs of *becoming*.
- Understand the impact that history, products, and perspectives have played in Spanish-speaking countries.
- Write in complex sentences in Spanish relating to topics covered in the course.
- Speak in complex sentences in Spanish relating to topics covered in the course.

Required Materials

- audio player
- internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for the student, but not graded. It is recommended that the course instructor be contacted for further information about course guidelines and grading policies.

Course Organization

At the beginning of each unit is a brief description of the intended learning outcomes. Following the introduction, a set of activities will take place:

Writing – This activity provides instruction on how to write in Spanish. Each Writing activity includes graded workbook questions as well as non-graded practice questions.

Application of Writing – This activity is an opportunity to practice writing skills in Spanish. The Application activity itself is not graded.

Vocabulary Game – This activity provides an opportunity to play a game to practice the vocabulary terms students have learned.

Grammar – This activity provides instruction on how to apply proper Spanish grammar. Each Grammar activity includes graded workbook questions as well as non-graded practice questions.

Application of Grammar – This activity is an opportunity to practice reading, writing, and listening in Spanish. The Application activity itself is not graded, but any associated workbook questions are.

Culture – This activity introduces an aspect of a Spanish-speaking country’s culture. Each Culture activity includes graded workbook questions as well as non-graded practice questions.

Discussion Board – This activity is graded by the instructor and allows the student to interact with classmates and the instructor about lesson content.

Speaking Practice – This activity is graded by the instructor and is an opportunity to answer questions in Spanish in order to practice speaking skills.

Checkpoint – This graded activity assesses mastery of lesson objectives.

Lesson Summary – This activity is designed to review the information and content learned. The questions provided are not graded.

Unit Exam – At the end of the unit is an exam that will assess mastery of the unit objectives.

Writing Project – This is an assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of content.

Speaking Project – This is an assessment graded by the instructor that requires application of knowledge and speaking capabilities.

Final Exam – At the end of the course is an exam that will assess mastery of the course objectives.

Schedule of Work

Unit 1: El proceso creativo

- Lesson 1: ¿A quién le escribes?
- Lesson 2: ¿Por qué escribes?
- Lesson 3: ¿Cómo debes escribir?
- Lesson 4: ¿Cuál es tu proceso?
- Lesson 5: Ahora tú escribes
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Project
- Vocabulary Review Game
- Unit 1 Exam

Unit 2: Los textos informativos

- Lesson 6: Los textos informativos
- Lesson 7: El artículo periodístico
- Lesson 8: Las instrucciones
- Lesson 9: El ensayo informativo
- Lesson 10: Textos en la vida cotidiana
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Vocabulary Review Game
- Unit 2 Exam

Unit 3: Argumentación

- Lesson 11: Te quiero convencer
- Lesson 12: ¿De qué quieres hablar?
- Lesson 13: Las partes de un ensayo
- Lesson 14: Investigación
- Lesson 15: Revisar
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Vocabulary Review Game
- Unit 3 Exam

Unit 4: La descripción

- Lesson 16: Vamos a describir
- Lesson 17: Los cinco sentidos
- Lesson 18: El lenguaje
- Lesson 19: El orden
- Lesson 20: Cómo describir...
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Vocabulary Review Game
- Unit 4 Exam
- Writing Project

Unit 5: La narración

- Lesson 21: ¿Qué quieres contar?
- Lesson 22: A pensar...
- Lesson 23: El escenario
- Lesson 24: La acción
- Lesson 25: La resolución
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Vocabulary Review Game
- Unit 5 Exam

Unit 6: La ficción corta

- Lesson 26: Clases de cuentos
- Lesson 27: La caracterización
- Lesson 28: Los elementos literarios
- Lesson 29: Lo dicen los expertos
- Lesson 30: Repaso
- Checkpoints
- Workbook Assessments
- Discussions
- Vocabulary Review Game
- Course Final Exam

Spanish 3B Syllabus

Course Description

Spanish 3 (2 of 2) is the second semester of year three of Spanish. Students will continue acquiring the Spanish language through reading, writing, listening, and speaking. Discussion Boards, speaking practice, two writing projects, and a speaking project offer further practice of these skills. Students will explore Spanish-language literature by learning about notable authors and by reading and analyzing selected poems and short stories. They will also learn about behavioral norms in different Spanish-speaking cultures in a variety of social contexts. Students will be able to discuss these topics in the indicative and subjunctive moods in a variety of tenses.

Course Objectives

- Read and analyze Spanish-language literary works and learn about their authors.
- Demonstrate an understanding of the indicative and the subjunctive; time expressions; the pronoun **lo**; demonstrative adjectives and pronouns; fixed phrases with prepositions; and common expressions with versatile verbs like **hacer**, **dejar**, and **tener**.
- Respond in culturally appropriate ways in different social contexts across the Spanish-speaking world.
- Write in complex sentences in Spanish relating to topics covered in the course.
- Speak in complex sentences in Spanish relating to topics covered in the course.

Required Materials

- audio player
- internet browser

Course Overview

This course is made up of six units. Each unit has five lessons. Lessons will present the material in many different ways to allow for increased comprehension of information. Some activities are graded by the program software, others will be graded by the instructor, and additional activities will be available for students but not graded. It is recommended that students contact the course instructor for further information about course guidelines and grading policies.

Course Organization

At the beginning of each unit and each lesson is a brief description of the intended learning outcomes. Following the introduction, a set of activities will take place:

Reading – This activity provides instruction that centers on a literary piece in Spanish. Each Reading activity (except the reading text itself) includes graded workbook questions as well as non-graded practice questions.

Grammar – This activity provides instruction on how to apply proper Spanish grammar. Each Grammar activity includes graded workbook questions as well as non-graded practice questions.

Culture – This activity introduces cultural norms observed in different Spanish-speaking countries. The goal is for students to learn to behave appropriately in the target culture. Each Culture activity includes graded workbook questions as well as non-graded practice questions.

Discussion Board – This activity is graded by the instructor and allows students to interact with classmates and the instructor about lesson content. Students should answer in Spanish.

Speaking Practice – This activity is graded by the instructor and is an opportunity to answer questions in Spanish in order to practice speaking skills.

Checkpoint – This graded activity assesses mastery of lesson objectives.

Lesson Summary – This activity is designed to review the information and content learned. The questions provided are not graded.

Unit Exam – At the end of the unit is an exam that will assess mastery of the unit objectives.

Writing Project – This assessment, graded by the instructor, requires application of knowledge and writing capabilities to demonstrate mastery of content.

Speaking Project – This assessment, graded by the instructor, requires application of knowledge and speaking capabilities.

Final Exam – At the end of the course is an exam that will assess mastery of the course objectives.

Schedule of Work

Unit 1: He andado muchos caminos

- Lesson 1: Autor: Antonio Machado
- Lesson 2: Vocabulario: "He andado muchos caminos"
- Lesson 3: Estrategias: leer poesía
- Lesson 4: Lectura: "He andado muchos caminos"
- Lesson 5: Análisis: "He andado muchos caminos"
- Lesson Summaries
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Unit 1 Exam

Unit 2: Luz de luna

- Lesson 6: Autor: Rubén Darío
- Lesson 7: Vocabulario: "Luz de luna"
- Lesson 8: Estrategias: leer cuentos
- Lesson 9: Lectura: "Luz de luna"
- Lesson 10: Análisis: "Luz de luna"
- Lesson Summaries
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Unit 2 Exam
- Writing Project: Application Essay

Unit 3: A la deriva

- Lesson 11: Autor: Horacio Quiroga
- Lesson 12: Vocabulario: "A la deriva"
- Lesson 13: Estrategias: leer en otro idioma
- Lesson 14: Lectura: "A la deriva"
- Lesson 15: Análisis: "A la deriva"
- Lesson Summaries
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Project
- Speaking Practice
- Unit 3 Exam

Unit 4: Continuidad de los parques

- Lesson 16: Autor: Julio Cortázar
- Lesson 17: Vocabulario: "Continuidad de los parques"
- Lesson 18: Estrategias: los personajes
- Lesson 19: Lectura: "Continuidad de los parques"
- Lesson 20: Análisis: "Continuidad de los parques"
- Lesson Summaries
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Unit 4 Exam

Unit 5: Me gustas cuando callas

- Lesson 21: Autor: Pablo Neruda
- Lesson 22: Vocabulario: "Me gustas cuando callas"
- Lesson 23: Estrategias: entender los poemas
- Lesson 24: Lectura: "Me gustas cuando callas"
- Lesson 25: Análisis: "Me gustas cuando callas"
- Lesson Summaries
- Checkpoints
- Workbook Assessments
- Discussions
- Speaking Practice
- Unit 5 Exam
- Writing Project: Research Essay

Unit 6: El árbol de oro

- Lesson 26: Autora: Ana María Matute
- Lesson 27: Vocabulario: "El árbol de oro"
- Lesson 28: Lectura: "El árbol de oro"
- Lesson 29: Análisis: "El árbol de oro"
- Lesson 30: Repaso
- Lesson Summaries
- Checkpoints
- Workbook Assessments
- Discussions
- Course Final Exam

APPENDIX A CURRICULUM

A.5 ALIGNMENTS

It includes the alignments for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- A. English Language Arts (K-12)
- B. Mathematics (K-12)
- C. Science (K-12)
- D. Social Studies (K-12)
- E. General Electives (K-5)

ENGLISH LANGUAGE ARTS
K-12

Kindergarten Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.1.K.A.	Utilize book handling skills.			
CC.1.1.K.B.	Demonstrate understanding of the organization and basic features of print. • Follow words left to right top to bottom and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet.	<p>ELA K/A/Module 1, Aa/Lesson 1 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1 ELA K/A/Module 6, Nn/Lesson 1 ELA K/A/Module 7, Ee; short e/Lesson 1 ELA K/A/Module 8, Ff/Lesson 1 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 10, Gg;Soft& Hard G/Lesson 1 ELA K/A/Module 11. Ii: Short i/Lesson 1 </p> <p>ELA K/A/Module 1, Aa/Lesson 1 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1 ELA K/A/Module 6, Nn/Lesson 1 ELA K/A/Module 7, Ee; short e/Lesson 1 ELA K/A/Module 8, Ff/Lesson 1 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 10, Gg;Soft& Hard G/Lesson 1 ELA K/A/Module 11. Ii: Short i/Lesson 1 </p> <p>ELA K/A/Module 1, Aa/Lesson 1 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1 ELA K/A/Module 6, Nn/Lesson 1 ELA K/A/Module 7, Ee; short e/Lesson 1 ELA K/A/Module 8, Ff/Lesson 1 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 10</p>	<p>Recognize Letters Mm Tt Recognize Letters Ss Bb Recognize Letters Rr Dd Recognize Letters Oo Ff Recognize Letters Nn Aa Recognize Letters Pp Ii Recognize Letters Hh Cc Recognize Letters Ll Gg Letter Learning: Uu Letter Learning: Yy and Xx Letter Learning: Qq and Zz Letter Learning: Ee</p>	<p>A.1 Find letters in the alphabet A.2 Choose the letter that you hear: lowercase A.3 Choose the letter that you hear: uppercase A.4 Identify frequently confused letters C.3 Find a word in a sentence R.1 Identify book parts and features C.2 Choose the sentence that is spaced correctly C.3 Find a word in a sentence C.1 Choose the two words that are the same G.2 Identify the first second and last sound in a word G.3 Put the sounds in order</p>

Kindergarten Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.1.K.C.	Demonstrate understanding of spoken words syllables and sounds (phonemes). <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count pronounce blend and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial medial vowel and final sound (phonemes) in the three-phoneme (CVC) words. 			

Kindergarten Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.1.K.D.	Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	ELA K/B/Module 19, Ww/Lesson 4 ELA K/B/Module 20 Zz/Lesson 4 ELA K/B/Module 22, Jj/Lesson 4 ELA K/A/Module 1, Aa/Lesson 3 ELA K/A/Module 3, Tt/Lesson 3 ELA K/A/Module 4, Mm/Lesson 3 ELA K/A/Module 5, Ss/Lesson 3 ELA K/A/Module 7, Ee: short e/Lesson 3 ELA K/A/Module 8, Ff/Lesson 3 ELA K/A/Module 9, Dd/ Lesson 3 ELA K/A/Module 10, Gg;Hard & Soft G/Lesson 3 ELA K/A/Module 1, Aa/Lesson 1 ELA K/A/Module 7, Ee; short e/Lesson 1 ELA K/A/Module 11, Ii: Short i/Lesson 1 ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 2 ELA K/A/Module 3, Tt/Lesson 2 ELA K/A/Module 4, Mm/Lesson 2 ELA K/A/Module 5, Ss/lesson 2 ELA K/A/Module 6, Nn/Lesson 2-3 ELA K/A/Module 8, Ff/Lesson 2 ELA K/A/Module 9Dd/Lesson 2 ELA K/A/Module 10 Gg, hard & Soft G/Lesson 2 ELA K/A/Module 11, Ii:Short i/Lesson 2 ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 2 ELA K/A/Module 3, Tt/Lesson 2 ELA K/A/Module 4, Mm/Lesson 2 ELA K/A/Module 5, Ss/lesson 2 ELA K/A/Module 6, Nn/Lesson 2-3 ELA K/A/Module 8, Ff/Lesson 2 ELA K/A/Module 9Dd/Lessons	Letter Learning: Aa Short a Words Letter Learning: Ii Short i Words Letter Learning: Oo Short o Words Letter Learning: Uu Short u Words Letter Learning: Ee Short e Words Long Vowel Sounds Long a with Sneaky e Long i with Sneaky e Long o with Sneaky e Sounds for u with Sneaky e Long e with ee or Sneaky e High-Frequency Words: Lesson 0 High-Frequency Words: Lesson 1 High-Frequency Words: Lesson 2 Word Patterns _an _ap _at Word Patterns _im _ip _it Word Patterns _og _op _ot Word Patterns _en _et _ug	J.1 Find the short a word J.2 Choose the short a word that matches the picture J.4 Choose the short a sentence that matches the picture K.1 Find the short e word K.2 Choose the picture that matches the short e word K.3 Complete the short e word K.4 Choose the short e sentence that matches the picture L.1 Find the short i word L.2 Choose the short i word that matches the picture L.3 Complete the short i words L.4 Choose the short i sentence that matches the picture M.1 Find the short o word M.2 Choose the short o word that matches the picture M.3 Complete the short o word M.4 Choose the short o sentence that matches the picture N.1 Find the short u word N.2 Choose the picture that matches the short u word N.3 Complete the short u word N.4 Choose the short u sentence that matches the picture O.1 Identify the short vowel sound in a word O.2 Complete the word with the right short vowel O.3 Spell the short vowel word P.1 Choose the word that has a different vowel sound P.2 Find the long a word P.3 Find the long e

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CC.1.1.K.E.	Read emergent-reader text with purpose and understanding.	ELA K/A/Module 1, Aa/Lesson 3 ELA K/A/Module 3, Tt/Lesson 3 ELA K/A/Module 4, Mm/Lesson 3 ELA K/A/Module 5, Ss/Lesson 3 ELA K/A/Module 7, Ee: short e/Lesson 3 ELA K/A/Module 8, Ff/Lesson 3 ELA K/A/Module 9, Dd/ Lesson 3 ELA K/A/Module 10, Gg;Hard & Soft G/lesson 3		J.4 Choose the short a sentence that matches the picture K.4 Choose the short e sentence that matches the picture L.4 Choose the short i sentence that matches the picture M.4 Choose the short o sentence that matches the picture N.4 Choose the short u sentence that matches the picture O.4 Complete the sentence with the correct short vowel word O.5 Read questions with short vowel words Q.3 Complete the sentence with the correct sight word U.3 What am I?
CC.1.2.K.A	With prompting and support identify the main idea and retell key details of text.	ELA K/A/Module 4 Mm/Lesson 1 ELA K/A/Module 6, Nn/Lesson 1 ELA K/A/Module 8, Ff/Lesson 1 ELA K/A/Module 9, Gg; Hard&Soft G/Lesson 1	Answer Questions About Key Details	
CC.1.2.K.B	With prompting and support answer questions about key details in a text.	ELA K/A/Module 4 Mm/Lesson 1 ELA K/A/Module 6, Nn/Lesson 1 ELA K/A/Module 8, Ff/Lesson 1 ELA K/A/Module 9, Gg; Hard&Soft G/Lesson 1	Answer Questions About Key Details	
CC.1.2.K.C	With prompting and support make a connection between two individual events ideas or pieces of information in a text.	ELA K/A/Module 4, Mm/lesson 2 ELA K/A/Module 6, Nn/Lesson 2 ELA K/A/Module 8, Ff/Lesson 2 ELA K/A/Module 10, Gg;Hard & Soft G/Lesson 2		
CC.1.2.K.E	Identify parts of a book (title author) and parts of a text (beginning end details).	ELA K/A/Module 16, Oo:Short o/Lesson 2 ELA K/B/Module 22, Jj/Lesson 2		

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CC.1.2.K.F	With prompting and support ask and answer questions about unknown words in a text.	This standard is covered in numerous modules and lessons throughout the course.	Answer Questions About Unknown Words in a Text	
CC.1.2.K.G	Answers questions to describe the relationship between illustrations and the text in which they appear.	<p>Story Quizzes throughout course such as: ELA K/B/Module 34/Lesson 5-quiz ELA K/B/Module 35/Lesson 5-quiz</p> <p>Some examples of how this standard is met can be found below:</p> <p>Story Quizzes throughout course such as: ELA K/B/Module 34/Lesson 5-quiz ELA K/B/Module 35/Lesson 5-quiz</p> <p>Synchronous Sessions Reading Level Assessments</p>	Connect Words and Pictures in a Text	
CC.1.2.K.H	With prompting and support identify the reasons an author gives to support points in a text.	ELA K/B/Module 34 Long o:_o_e		
CC.1.2.K.I	With prompting and support identify basic similarities and differences between two texts (read or read aloud) on the same topic.	ELA K/B/Module 20, Zz/Lesson 2		

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CC.1.2.K.J	Use words and phrases acquired through conversations reading and being read to and responding to texts.	<p>This standard is covered in numerous lessons throughout the course.</p> <p>Some examples of how this standard is met can be found below:</p> <p>ELA K/B/Module 20/Lesson 4--pg 6 Writing ELA K/B/Module 22/Lesson 4--pg 6 Writing ELA K/B/ Module 28/Lesson 4--Pg 3 Writing ELA K/B/Module 35/Lesson 2---Story Retell</p> <p>Some examples of how this standard is met can be found below:</p> <p>ELA K/B/Module 20/Lesson 4--pg 6 Writing ELA K/B/Module 22/Lesson 4--pg 6 Writing ELA K/B/ Module 28/Lesson 4--Pg 3 Writing ELA K/B/Module 35/Lesson 2---Story Retell</p> <p>Synchronous Sessions Reading Level Assessments</p>		X.2 Choose the best location word to match the picture
CC.1.2.K.K	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	ELA K/B/Module 22, Jj/Lesson 2 ELA K/B/Module 20, Zz/Lesson 1	Working with Words: 22 Working with Words: 23 Working with Words: 24 Working with Words: 11 Working with Words: 15 Working with Words: 23 Working with Words: 18 Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 22 Working with Words: 17 Working with Words: 16	BB.1 Multiple-meaning words with pictures EE.2 Choose the singular or plural noun that matches the picture
CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding.			

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CC.1.3.K.A	With prompting and support retell familiar stories including key details.	ELA K/A/Module 1, Aa/Lesson 1 ELA K/A/Module 3 Tt/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 11, li:Short i/Lesson 1	Answer Questions About Stories	
CC.1.3.K.B	Answer questions about key details in a text.	ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 3, Tt/Lesson 2 ELA K/A/Module 5, Ss/Lesson 2 ELA K/A/Module 9, Dd/Lesson 2 ELA/K/A/Module 11, li:Short i/Lesson 2	Identify Characters Identify Settings Identify Events	
CC.1.3.K.C	With prompting and support identify characters settings and major events in a story.	ELA K/A/Module 1, Aa/Lesson 1 ELA K/A/Module 3 Tt/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 11, li:Short i/Lesson 1	Retell Stories	
CC.1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.	ELA K/A/Module 16, Oo:Short o/Lesson 2 ELA K/B/Modle 25, Yy/Lesson 1		
CC.1.3.K.E	Recognize common types of text.	ELA K/A/Module 17, Hh/Lesson1		
CC.1.3.K.F	Ask and answer questions about unknown words in a text.	ELA K/B/Module 21 Uu:short u/Lesson 2	Answer Questions About Unknown Words in a Story	
CC.1.3.K.G	Make connections between the illustrations and the text in a story (read or read aloud).	ELA K/B/Module 19/Lesson 2 ELA K/B/Module 21, Uu: short u/Lesson 7	Connect Words and Pictures in a Story	
CC.1.3.K.H	Compare and contrast the adventures and experiences of characters in familiar stories.	ELA K/B/Module 29, ch/Lesson 1		

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.3.K.I	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	ELA K/B/Module 22, Jj/Lesson 2 ELA K/B/Module 20, Zz/Lesson 1	Working with Words: 22 Working with Words: 23 Working with Words: 24 Working with Words: 11 Working with Words: 15 Working with Words: 23 Working with Words: 18 Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 22 Working with Words: 17 Working with Words: 16	BB.1 Multiple-meaning words with pictures EE.2 Choose the singular or plural noun that matches the picture
CC.1.3.K.J	Use words and phrases acquired through conversations reading and being read to and responding to texts.	This standard is covered in numerous lessons throughout the course. Some examples of how this standard is met can be found below: ELA K/B/Module 24/Lesson 2---pgs 6 and 7 ELA K/B/Module 35/Lesson 2---pg 9 ELA K/B/Module 35/Lesson 3---pg 7		X.2 Choose the best location word to match the picture
CC.1.3.K.K	Actively engage in group reading activities with purpose and understanding.			
CC.1.4.K.A	Use a combination of drawing dictating and writing to compose informative/explanatory texts.	ELA K/A/Module 6, Nn/Lesson 1 ELA K/B/Module 20, Zz/Lesson 1 ELA K/B/Module 23, Kk/Lesson 1		
CC.1.4.K.B	Use a combination of drawing dictating and writing to focus on one specific topic.	ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1		

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CC.1.4.K.C	With prompting and support generate ideas and details to convey information that relates to the chosen topic.	ELA K/B/Module 22, Jj/Lesson 1 ELA K/B/Module 23, Kk/Lesson 1 ELA K/B/Module 24, Qq: qu sound/Lesson 1		
CC.1.4.K.D	Make logical connections between drawing and dictation/writing.			
CC.1.4.K.E	With prompting and support illustrate using details and dictate/write using descriptive words.			
CC.1.4.K.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1		
CC.1.4.K.G	Use a combination of drawing dictating and writing to compose opinion pieces on familiar topics.	ELA K/A/Module 7, Ee;short e/Lesson 1 ELA K/B/Module 19 Ww/Lesson 1		
CC.1.4.K.H	Form an opinion by choosing between two given topics.	ELA K/A/Module 7, Ee;short e/Lesson 1 ELA K/B/Module 19 Ww/Lesson 1		
CC.1.4.K.I	Support the opinion with reasons.	ELA K/A/Module 7, Ee;short e/Lesson 1 ELA K/B/Module 19 Ww/Lesson 1		

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CC.1.4.K.J	Make logical connections between drawing and writing.			
CC.1.4.K.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	ELA K/A/Module 11, Ii: Short i/Lesson 2 ELA K/B/Module 28, sh/Lesson 2 ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 3, Tt/Lesson 2 ELA K/A/Module 4, Mm/Lesson 2 ELA K/A/Module 5, Ss/ Lesson 2 ELA K/A/Module 6, Nn/Lesson 2 ELA K/A/Module 7, Ee; short e/Lesson 2 ELA K/A/Module 8 Ff/Lesson 2 ELA K/A/Module 9 Dd/Lesson 2 ELA K/A/Module 10, Gg;Hard & Soft G/Lesson 2 ELA K/A/Module 11, Ii: Short i/Lesson 2 ELA K/B/Module 28, sh/Lesson 2 ELA K/A/Module 8, Ff/Lesson 2 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 13, Cc; Soft & Hard c/Lesson 1		DD.1 Capitalize the first letter of a sentence DD.2 Capitalize the pronoun "I" CC.2 Identify and use end marks H.4 Choose the letter that matches the consonant sound I.1 Which consonant blend does the word start with? I.4 Which consonant blend does the word end with? I.8 Choose the correct digraph O.1 Identify the short vowel sound in a word G.3 Put the sounds in order I.2 Complete the word with the right initial consonant blend I.5 Complete the word with the right final consonant blend I.7 Choose the word that matches the picture: -ss -ll -ff -zz -ck J.3 Complete the short a word K.3 Complete the short e word L.3 Complete the short i words M.3 Complete the short o word O.3 Spell the short vowel word
CC.1.4.K.M	Use a combination of drawing dictating and writing to compose narratives that describe real or imagined experiences or events.	ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1		
CC.1.4.K.N	Establish who and what the narrative will be about.			

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CC.1.4.K.O	Describe experiences and events.	ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1		
CC.1.4.K.P	Recount a single event or several loosely linked events tell about the events in the order in which they occurred and provide a reaction to what happened.	ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 2, Bb/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1		
CC.1.4.K.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	ELA K/A/Module 11, Ii: Short i/Lesson 2 ELA K/B/Module 28, sh/Lesson 2 ELA K/A/Module 1, Aa/Lesson 2 ELA K/A/Module 3. Tt/Lesson 2 ELA K/A/Module 4, Mm/Lesson 2 ELA K/A/Module 5, Ss/ Lesson 2 ELA K/A/Module 6, Nn/Lesson 2 ELA K/A/Module 7, Ee; short e/Lesson 2 ELA K/A/Module 8 Ff/Lesson 2 ELA K/A/Module 9 Dd/Lesson 2 ELA K/A/Module 10, Gg;Hard & Soft G/Lesson 2 ELA K/A/Module 11, Ii: Short i/Lesson 2 ELA K/B/Module 28, sh/Lesson 2 ELA K/A/Module 8, Ff/Lesson 2 ELA K/A/Module 9, Dd/Lesson 1 ELA K/A/Module 13, Cc; Soft & Hard c/Lesson 1		DD.1 Capitalize the first letter of a sentence DD.2 Capitalize the pronoun "I" CC.2 Identify and use end marks H.4 Choose the letter that matches the consonant sound I.1 Which consonant blend does the word start with? I.4 Which consonant blend does the word end with? I.8 Choose the correct digraph O.1 Identify the short vowel sound in a word G.3 Put the sounds in order I.2 Complete the word with the right initial consonant blend I.5 Complete the word with the right final consonant blend I.7 Choose the word that matches the picture: -ss -ll -ff -zz -ck J.3 Complete the short a word K.3 Complete the short e word L.3 Complete the short i words M.3 Complete the short o word O.3 Spell the short vowel word

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CC.1.4.K.T	With guidance and support from adults and peers respond to questions and suggestions from peers and add details to strengthen writing as needed.	ELA K/B/Module 27, th/Lesson 1 ELA K/B/Module 28, sh/Lesson 1		
CC.1.4.K.U	With guidance and support explore a variety of digital tools to produce and publish writing or in collaboration with peers.	ELA K/B Module 28/Lesson 4-editing ELA K/B Module 29/Lesson 4-revising ELA K/B Module 30/Lesson 4-brainstorming ELA K/B Module 31/Lesson 4-story map ELA K/B Module 33/Lesson 4-introduction ELA K/B Module 34/Lesson 4-middle ELA K/B Module 35/Lesson 4-ending ELA K/B Module 36/Lesson 4--cover and title and publish via digital camera		
CC.1.4.K.V	Participate in individual or shared research projects on a topic of interest.	ELA K/B/Module 29, ch/Lesson 2		
CC.1.4.K.W	With guidance and support recall information from experiences or gather information from provided sources to answer a question.	ELA K/B/Module 22, Jj/Lesson 1 ELA K/B/Module 23, Kk/Lesson 1 ELA K/B/Module 24, Qq: qu sound/Lesson 1		
CC.1.4.K.X	Write routinely over short time frames.			
CC.1.5.K.A	Participate in collaborative conversations with peers and adults in small and larger groups.	Reading Level Assessments		

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CC.1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Story Retells in every module Reading Level Assessments		
CC.1.5.K.C	Ask and answer questions in order to seek help get information or clarify something that is not understood.			
CC.1.5.K.D	Share stories familiar experiences and interests speaking clearly enough to be understood by all audiences using appropriate volume.	ELA K/A/Module 1, Aa/Lesson 2		
CC.1.5.K.F	Speak audibly and express thoughts, feelings, and ideas clearly.			

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CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	ELA K/A/Module 1, Aa/Lesson 4 ELA K/A/Module 2, Bb/Lesson 4 ELA K/A/Module 4, Mm/Lesson 4 ELA K/A/Module 5, Ss/Lesson 4 ELA K/A/Module 6, Nn/Lesson 4 ELA K/A/Module 7, Ee;short e/Lesson 4 ELA K/A/Module 8, Ff/Lesson 4 ELA K/A/Module 9, Dd/Lesson 4 ELA K/A/Module 10, Gg; Soft & Hard G/Lesson 4 ELA K/A/Module 11, Ii: Short i/Lesson 1 ELA K/A/Module 3, Tt/Lesson 1 ELA K/A/Module 4, Mm/Lesson 1 ELA K/A/Module 7, Ee;short e/Lesson 2 ELA K/B/Module 19, Ww/Lesson 1 ELA K/A/Module 5, Ss/Lesson 1 ELA K/B/Module 24, Qq, Sound qu/Lesson 1 ELA K/A/Module 1, Aa/Lesson 4 ELA K/A/Module 2, Bb/Lesson 4 ELA K/A/Module 4, Mm/Lesson 4 ELA K/A/Module 5, Ss/Lesson 4 ELA K/A/Module 6, Nn/Lesson 4 ELA K/A/Module 7, Ee;short e/Lesson 4 ELA K/A/Module 8, Ff/Lesson 4 ELA K/A/Module 9, Dd/Lesson 4 ELA K/A/Module 10, Gg; Soft & Hard G/Lesson 4		W.2 Find the picture that matches the action verb EE.1 Is the noun a person animal place or thing? EE.2 Choose the singular or plural noun that matches the picture FF.1 Find the action verb FF.2 Complete the sentence with an action verb to match the picture EE.2 Choose the singular or plural noun that matches the picture CC.3 Find the complete sentence Y.1 Who what when where or why? X.1 Inside and outside above and below next to and beside X.2 Choose the best location word to match the picture

1st Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.1.1.B.	Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.	ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1		EE.9 Find the complete sentences EE.11 Unscramble the words to make a complete sentence PP.3 Capitalize sentences and the pronoun "I" C.2 Choose the sentence that is spaced correctly C.3 Find a word in a sentence R.1 Identify book parts and features
CC.1.1.1.C	Demonstrate understanding of spoken words syllables and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count pronounce blend and segment syllables in spoken and written words. • Orally produce single-syllable words including consonant blends and digraphs. • Isolate and pronounce initial medial vowel and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/Module 5 Short o/Lesson 1 ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 4 ELA 1/A/Module 7 l Blends/Lesson 4 ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 2 Short e/Lesson 3 ELA 1/A/Module 3/Lesson 3 ELA 1/A/Module 5 short O/Lesson 3 ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/Module 5 Short o/Lesson 1 ELA 1/A/Module 3 r Blends/Lesson 1 ELA 1/A/Module 6 s Blend/Lesson 1	Say Beginning Digraphs and Consonant Blends Break Up Words with Beginning Consonant Blends Break Up Words with Final Digraphs Break Up Words with Final Consonant Blends Break Up Words with Digraphs Trigraphs Blends Blend Words with Beginning Consonant Blends Blend Words with Digraphs Trigraphs Blends Break Up Words with Beginning Digraphs Compare Short and Long Vowel Sounds Say Final Digraph and Consonant Blends Blend Words with Beginning Digraphs Blend Words with Final Digraphs Blend Words with Final Consonant Blends Say Short and Long Vowel Sounds in Words	D.1 Blend the sounds together to make a word D.2 Identify each sound in a word D.3 Put the sounds in order M.1 Sort short and long vowel words M.3 Match the short e and long e words to pictures M.4 Choose the short i or long i word that matches the picture M.5 Choose the short o or long o word that matches the picture M.6 Choose the short u or long u word that matches the picture M.7 Use spelling patterns to sort long and short vowel words D.2 Identify each sound in a word D.3 Put the sounds in order E.3 Which letter does the word start with? E.4 Which letter does the word end with? F.1 Complete the word with the right initial consonant blend F.3 Complete the word with the right final consonant blend F.7 Choose the correct digraph F.8 Complete the word with the right digraph F.10 Sort by initial consonant blend or digraph G.2 Complete the short a word H.2 Complete the short e word I.2 Complete the short i words J.2 Complete the short o word K.2 Complete the short u word L.1 Identify the short vowel sound in a

1st Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.1.1.D	Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant digraphs final-e and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words.	ELA 1/B/Module 28/ing and ed/Lesson 3 ELA 1/B/Module 30 s and es/Lesson 1 ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 4 ELA 1/A/Module 4 Short i/Lesson 5 ELA 1/B/Module 24 Long I: igh, ie, y/Lesson 3 ELA 1/A/Module 11 Long I; _i_e/Lesson 2-4 ELA 1/A/Module 16 Long O; _o_e/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 4 ELA 1/A/Module 4 Short i/Lesson 5 ELA 1/B/Module 24 Long I: igh, ie, y/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 1 ELA a /Module 6 s Blends/Lesson 1 ELA 1/B/Module 28/ing and ed/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 4 ELA 1/A/Module 4 Short i/Lesson 5 ELA 1/A/Module 11 Long I; _i_e/Lesson 2-4 ELA 1/A/Module 16 Long O; _o_e/Lesson 2	Dividing Between Two Consonants Syllables with le Dividing Between Three Consonants Dividing Around One Consonant Long Vowels Long a: ai ay Ending -es High-Frequency Words: Lesson 21 Closed Syllables Open Syllables Sneaky-e Syllables Long o: oa ow oe Long e: ea y ey Long i: ie igh y Vowel Team Syllables High-Frequency Words: Lesson 23 High-Frequency Words: Lesson 24 High-Frequency Words: Lesson 25 High-Frequency Words: Lesson 26 High-Frequency Words: Lesson 27 High-Frequency Words: Lesson 28 High-Frequency Words: Lesson 29 High-Frequency Words: Lesson 19 Endings -ed -ing High-Frequency Words: Lesson 17 Changing y to i with Endings -es -ed High-Frequency Words: Lesson 14 High-Frequency Words: Lesson 15 Endings -er -est High-Frequency Words: Lesson 22 Doubling and Dropping with Endings -ed -ing High-Frequency Words: Lesson 20 Long Vowels Digraphs sh th wh Digraphs ch tch ph Final Consonants ng nk End Blends with s Long a: ai ay Long o: oa ow oe Long e: ea y ey Soft Sound for c Soft Sound for g High-Frequency W	F.2 Does the word start with a consonant blend? F.4 Does the word end with a consonant blend? G.1 Choose the short a word that matches the picture H.1 Choose the picture that matches the short e word I.1 Choose the short i word that matches the picture J.1 Choose the short o word that matches the picture K.1 Choose the picture that matches the short u word M.2 Match the short a and long a words to pictures M.3 Match the short e and long e words to pictures M.4 Choose the short i or long i word that matches the picture M.5 Choose the short o or long o word that matches the picture M.6 Choose the short u or long u word that matches the picture N.1 Choose the silent e word that matches the picture O.1 Choose the picture that matches the vowel team word P.1 Choose the r-control word that matches the picture Q.1 Choose the diphthong word that matches the picture A.2 Find the vowels in a word B.1 How many syllables does the word have? R.1 Put two syllables together to create a word M.2 Match the short a and long a
CC.1.1.1.E.	Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy appropriate rate and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding rereading as necessary.	ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/A/Module 11 Long I; _i_e/lesson 3 ELA 1/B/Module 34 compound words/Lesson 1 ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/A/Module 3 r Blends/Lesson 1 All Modules Story Recordings Lesson 5 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/A/Module 11 Long I; _i_e/lesson 3 ELA 1/B/Module 34 compound words/Lesson 1		C.3 Complete the rhyme C.4 Complete the poem with a word that rhymes G.3 Choose the short a sentence that matches the picture H.3 Choose the short e sentence that matches the picture I.3 Choose the short i sentence that matches the picture J.3 Choose the short o sentence that matches the picture K.3 Choose the short u sentence that matches the picture L.4 Complete the sentence with the correct short vowel word N.4 Choose the silent e sentence that matches the picture O.4 Choose the vowel team sentence that matches the picture V.3 What am I? N.4 Choose the silent e sentence that matches the picture O.4 Choose the vowel team sentence that matches the picture R.3 Complete the sentence with a two-syllable word S.2 Complete the sentence with the correct sight word CC.1 Use context to identify the meaning of a word HH.3 Use action verbs LL.1 Use sense words
CC.1.2.1.A	Identify the main idea and retell key details of text.	ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 3 ELA 1/B/Module 32 kn,gn,wr/Lesson 2	Find the Main Topic Find the Main Topic	

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CC.1.2.1.B	Ask and answer questions about key details in a text.	ELA 1/A/Module 1 Short A/Lesson 3	Answer Questions About Key Details	
CC.1.2.1.C	Describe the connection between two individual events or pieces of information in a text.	ELA 1/A/Module 1 Short A/Lesson 3 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 3 ELA 1/B/Module 32 kn,gn,wr/Lesson 2	Describe Connections Between Ideas Describe Connections Between Events	
CC.1.2.1.E	Use various text features and search tools to locate key facts or information in a text.	ELA 1/B/Module 27 k:ck, k/Lesson 1	Use Text Features Part 1	
CC.1.2.1.F	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	ELA 1/B/Module 26 ur, er, ir/Lesson 2	Find Word Meanings	
CC.1.2.1.G	Use the illustrations and details in a text to describe its key ideas.	ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/A/Module 4 Short i/Lesson 1 ELA 1/A/Module 6 s Blends/Lesson 1	Use Words and Pictures in a Text	
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.	ELA 1/B/Module 35 contractions/Lesson 1		
CC.1.2.1.I	Identify basic similarities in and differences between two texts on the same topic.	ELA 1/B/Module 28 ing ad ed/Lesson 2		
CC.1.2.1.K	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.	ELA 1/A/Module 14 ou and ow/Lesson 2 ELA 1/A/Module 13 soft c, soft g, dge/Lesson 1 ELA 1/A/Module 15 oo and u/Lesson 3 ELA 1/A/Module 13 soft c, soft g, dge/Lesson 1	Working with Words: 7 Working with Words: 6 Working with Words: 1 Working with Words: 2 Working with Words: 12 Working with Words: 9 Working with Words: 8 Working with Words: 4 Working with Words: 3 Working with Words: 11 Working with Words: 10 Working with Words: 5	BB.1 Use words with prefixes and suffixes BB.2 Understand words with prefixes and suffixes JJ.9 Match the -ed and -ing sentences to the pictures CC.1 Use context to identify the meaning of a word
CC.1.2.1.L	Read and comprehend literary non-fiction and informational text on grade level reading independently and proficiently.	ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 4 Short i/Lesson 2 ELA 1/A/Module 8 Short u/Lesson 2		
CC.1.3.1.A	Retell stories including key details and demonstrate understanding of their central message or lesson.	ELA 1/A/Module 1 Short A/Lesson 1 ELA 1/A/Module 2 Short e/Lesson 1 ELA 1/A/Module 3 r Blends/Lesson 1 ELA/B/Module 32/kn,gn,wr/Lesson 1	Answer Questions About Stories	
CC.1.3.1.B	Ask and answer questions about key details in a text.	ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 2	Describe Characters Describe Settings Describe Events	

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CC.1.3.1.C	Describe characters settings and major events in a story using key details.	ELA 1/A/Module 1 Short A/Lesson 1 EIA 1/A/Module 3 r Blends/Lesson 1 ELA 1/A/Module 9 sh, th, Lesson 1 ELA 1/B/Module 33 k:er, est/Lesson 1		
CC.1.3.1.D	Identify who is telling the story at various points in a text.	ELA1/B/Module 27 ck,k/Lesson 1 and 2		
CC.1.3.1.E	Explain major differences between books that tell stories and books that give information drawing on a wide reading or range of text types.	ELA 1/B/Module 26 ur,er,ir/Lesson 1		
CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELA 1/B/Module 25 ar/Lesson 1	Identify Sensory Words in Poems Identify Feeling Words in Stories	
CC.1.3.1.G	Use illustrations and details in a story to describe characters setting or events.	ELA 1/A/Module 7 l Blends/Lesson 1 ELA 1/A/Module 8 short U/Lesson 1 ELA 1/B/Module 22 ey and y/Lesson 1	Connect Words and Pictures in a Story	
CC.1.3.1.H	Compare and contrast the adventures and experiences of characters in stories.	ELA 1/B/Module 29 double consonants/Lesson 1		
CC.1.3.1.I	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content	ELA 1/A/Module 14 ou and ow/Lesson 2 ELA 1/A/Module 13 soft c, soft g, dge/Lesson 1 ELA 1/A/Module 15 oo and u/Lesson 3 ELA 1/A/Module 13 soft c, soft g, dge/Lesson 1	Working with Words: 7 Working with Words: 6 Working with Words: 1 Working with Words: 2 Working with Words: 12 Working with Words: 9 Working with Words: 8 Working with Words: 4 Working with Words: 3 Working with Words: 11 Working with Words: 10 Working with Words: 5	BB.1 Use words with prefixes and suffixes BB.2 Understand words with prefixes and suffixes JJ.9 Match the -ed and -ing sentences to the pictures CC.1 Use context to identify the meaning of a word
CC.1.3.1.J	Use words and phrases acquired through conversations reading and being read to and responding to texts including words that signal connections and relationships between the words and phrases.	ELA 1/B/Module 24 Long l:igh, ie, y/Lesson 3		AA.2 Describe the difference between related words LL.1 Use sense words MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence
CC.1.3.1.K	Read and comprehend literature on grade-level reading independently and proficiently.	ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/B/Module 31 au and aw/Lesson 2		
CC.1.4.1.A	Write informative/ explanatory texts to examine a topic and convey ideas and information.	ELA 1/A/Module 4 Short i/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 2 ELA/B/Module ck, k/Lesson 3		

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CC.1.4.1.B	Identify and write about one specific topic.	ELA 1/A/Module 4 Short i/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 2 ELA/B/Module ck, k/Lesson 3		
CC.1.4.1.C	Develop the topic with two or more facts.	ELA 1/A/Module 4 Short i/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 2 ELA/B/Module ck, k/Lesson 3		
CC.1.4.1.D	Group information and provide some sense of closure.	ELA 1/A/Module 4 Short i/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 2 ELA/B/Module ck, k/Lesson 3		
CC.1.4.1.E	Choose words and phrases for effect.	ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 8 Short u/Lesson 2 ELA 1/A/Module 14 ou and ow/Lesson 2 ELA 1/A/Module 2 Short E/Lesson 2 ELA 1/A/Module 4/Short i/Lesson 2 ELA 1/Module 5 short o/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 3 ELA 1/A/Module 11 long i;_i_e/Lesson 3 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 3 ELA 1/A/Module 11 long i;_i_e/Lesson 3 ELA 1/A/Module 7 l Blends/Lesson 3 ELA 1/A/Module 7 l Blends/Lesson 4 ELA 1/A/Module 5 short O/Lesson 2 ELA 1/B/Module 19 Long a;ai and ay/Lesson 2 ELA 1/B/Module 22 ey and y/Lesson 3		KK.1 Use the correct article: a or an KK.2 Identify articles FF.6 Regular plurals: select the word that matches the picture FF.7 Form regular plurals with -s and -es FF.8 Use singular and plural nouns FF.9 Irregular plurals: select the word that matches the picture II.1 One or more than one? II.2 Complete the sentence with the best verb II.3 Complete the sentence with the best subject MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence EE.8 Is it the naming or action part of the sentence? EE.9 Find the complete sentences EE.10 Complete the sentence EE.11 Unscramble the words to make a complete sentence W.1 Complete the sentence with a noun to match the picture FF.4 Sort common and proper nouns FF.5 Identify proper nouns FF.10 Select the possessive noun that matches the picture FF.11 Form the singular possessive JJ.1 Select the sentence that tells about the present JJ.2 Select the sentence that tells about the past JJ.3 Select the sentence that tells

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CC.1.4.1.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns phonemic awareness and spelling conventions. 			
CC.1.4.1.G	Write opinion pieces on familiar topics.	ELA 1/B/Module 21 End blends- nk and ng/Lesson 2		
CC.1.4.1.H	Form an opinion by choosing among given topics.	ELA 1/B/Module 21 End blends- nk and ng/Lesson 2		
CC.1.4.1.I	Support the opinion with reasons related to the opinion.	ELA 1/B/Module 21 End blends- nk and ng/Lesson 2		
CC.1.4.1.J	Create an organizational structure that includes reasons and provides some sense of closure.	ELA 1/B/Module 21 End blends- nk and ng/Lesson 2		
CC.1.4.1.K	Use a variety of words and phrases.	ELA 1/B/Module 24 Long l:igh, ie, y/Lesson 3		AA.2 Describe the difference between related words LL.1 Use sense words MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence

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CC.1.4.1.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns phonemic awareness and spelling conventions. 	ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 8 Short u/Lesson 2 ELA 1/A/Module 14 ou and ow/Lesson 2 ELA 1/A/Module 2 Short E/Lesson 2 ELA 1/A/Module 4/Short i/Lesson 2 ELA 1/Module 5 short o/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 3 ELA 1/A/Module 11 long l;_i_e/Lesson 3 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 3 ELA 1/A/Module 11 long l;_i_e/Lesson 3 ELA 1/A/Module 7 I Blends/Lesson 3 ELA 1/A/Module 7 I Blends/Lesson 4 ELA 1/A/Module 5 short O/Lesson 2 ELA 1/B/Module 19 Long a;ai and ay/Lesson 2 ELA 1/B/Module 22 ey and y/Lesson 3		KK.1 Use the correct article: a or an KK.2 Identify articles FF.6 Regular plurals: select the word that matches the picture FF.7 Form regular plurals with -s and -es FF.8 Use singular and plural nouns FF.9 Irregular plurals: select the word that matches the picture II.1 One or more than one? II.2 Complete the sentence with the best verb II.3 Complete the sentence with the best subject MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence EE.8 Is it the naming or action part of the sentence? EE.9 Find the complete sentences EE.10 Complete the sentence EE.11 Unscramble the words to make a complete sentence W.1 Complete the sentence with a noun to match the picture FF.4 Sort common and proper nouns FF.5 Identify proper nouns FF.10 Select the possessive noun that matches the picture FF.11 Form the singular possessive JJ.1 Select the sentence that tells about the present JJ.2 Select the sentence that tells about the past JJ.3 Select the sentence that tells
CC.1.4.1.M	Write narratives to develop real or imagined experiences or events.	LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 13 Rural vs. City/All Lessons LA 3/A/Module 14 Jobs in the Community/All Lessons ELA 1/A/Module 8 Sort U/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 2		
CC.1.4.1.N	Establish who and what the narrative will be about.			
CC.1.4.1.O	Include thoughts and feelings to describe experiences and events.			
CC.1.4.1.P	Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 13 Rural vs. City/All Lessons LA 3/A/Module 14 Jobs in the Community/All Lessons ELA 1/A/Module 8 Sort U/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 2		

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CC.1.4.1.Q	Use a variety of words and phrases.	ELA 1/B/Module 24 Long l:igh, ie, y/Lesson 3		AA.2 Describe the difference between related words LL.1 Use sense words MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence
CC.1.4.1.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns phonemic awareness and spelling conventions. 	ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 8 Short u/Lesson 2 ELA 1/A/Module 14 ou and ow/Lesson 2 ELA 1/A/Module 2 Short E/Lesson 2 ELA 1/A/Module 4/Short i/Lesson 2 ELA 1/Module 5 short o/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 3 ELA 1/A/Module 11 long l;_i_e/Lesson 3 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 3 ELA 1/A/Module 11 long l;_i_e/Lesson 3 ELA 1/A/Module 7 l Blends/Lesson 3 ELA 1/A/Module 7 l Blends/Lesson 4 ELA 1/A/Module 5 short O/Lesson 2 ELA 1/B/Module 19 Long a;ai and ay/Lesson 2 ELA 1/B/Module 22 ey and y/Lesson 3		KK.1 Use the correct article: a or an KK.2 Identify articles FF.6 Regular plurals: select the word that matches the picture FF.7 Form regular plurals with -s and -es FF.8 Use singular and plural nouns FF.9 Irregular plurals: select the word that matches the picture II.1 One or more than one? II.2 Complete the sentence with the best verb II.3 Complete the sentence with the best subject MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence EE.8 Is it the naming or action part of the sentence? EE.9 Find the complete sentences EE.10 Complete the sentence EE.11 Unscramble the words to make a complete sentence W.1 Complete the sentence with a noun to match the picture FF.4 Sort common and proper nouns FF.5 Identify proper nouns FF.10 Select the possessive noun that matches the picture FF.11 Form the singular possessive JJ.1 Select the sentence that tells about the present JJ.2 Select the sentence that tells about the past JJ.3 Select the sentence that tells
CC.1.4.1.T	With guidance and support from adults and peers focus on a topic respond to questions and suggestions from peers and add details to strengthen writing as needed.	ELA 1/A/Module 13 soft c, soft g, dge/Lesson 1 ELA 1/B/Module 31 au and aw/Lesson 2		
CC.1.4.1.U	With guidance and support use a variety of digital tools to produce and publish writing including in collaboration with peers.	ELA 1/B/Module 26 ur,er,ir/Lesson 1		
CC.1.4.1.V	Participate in individual or shared research and writing projects.	ELA 1/B/Module 26 ur,er,ir/Lesson 1		

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CC.1.4.1.W	With guidance and support recall information from experiences or gather information from provided sources to answer a question.	ELA 1/B/Module 26 ur,er,ir/Lesson 1		
CC.1.4.1.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.			
CC.1.5.1.A	Participate in collaborative conversations with peers and adults in small and larger groups.	Weekly discussion with teacher and learning coach Weekly discussion with teacher and learning coach Weekly discussion with teacher and learning coach		
CC.1.5.1.B	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Weekly discussion with teacher and learning coach		
CC.1.5.1.C	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Weekly discussion with teacher and learning coach		
CC.1.5.1.D	Describe people places things and events with relevant details expressing ideas and feelings clearly.	Weekly discussion with teacher and learning coach		
CC.1.5.1.E	Produce complete sentences when appropriate to task and situation.	Weekly Lessons and assignments		
CC.1.5.1.F	Add drawings or other visual displays when sharing aloud to clarify ideas thoughts and feelings.	Weekly discussion with teacher and learning coach		

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CC.1.5.1.G	Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 8 Short u/Lesson 2 ELA 1/A/Module 14 ou and ow/Lesson 2 ELA 1/A/Module 2 Short E/Lesson 2 ELA 1/A/Module 4/Short i/Lesson 2 ELA 1/Module 5 short o/Lesson 3 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 6 s Blends/Lesson 3 ELA 1/A/Module 11 long l;_i_e/Lesson 3 ELA 1/A/Module 1 Short A/Lesson 2 ELA 1/A/Module 2 Short e/Lesson 2 ELA 1/A/Module 3 r Blends/Lesson 2 ELA 1/A/Module 9 sh, th/Lesson 3 ELA 1/A/Module 11 long l;_i_e/Lesson 3 ELA 1/A/Module 7 I Blends/Lesson 3 ELA 1/A/Module 7 I Blends/Lesson 4 ELA 1/A/Module 5 short O/Lesson 2 ELA 1/B/Module 19 Long a;ai and ay/Lesson 2 ELA 1/B/Module 22 ey and y/Lesson 3		KK.1 Use the correct article: a or an KK.2 Identify articles FF.6 Regular plurals: select the word that matches the picture FF.7 Form regular plurals with -s and -es FF.8 Use singular and plural nouns FF.9 Irregular plurals: select the word that matches the picture II.1 One or more than one? II.2 Complete the sentence with the best verb II.3 Complete the sentence with the best subject MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence EE.8 Is it the naming or action part of the sentence? EE.9 Find the complete sentences EE.10 Complete the sentence EE.11 Unscramble the words to make a complete sentence W.1 Complete the sentence with a noun to match the picture FF.4 Sort common and proper nouns FF.5 Identify proper nouns FF.10 Select the possessive noun that matches the picture FF.11 Form the singular possessive JJ.1 Select the sentence that tells about the present JJ.2 Select the sentence that tells about the past JJ.3 Select the sentence that tells
CC1.2.1.J	Use words and phrases acquired through conversations reading and being read to and responding to texts including words that signal connections and relationships between the words and phrases.	ELA 1/B/Module 24 Long l:igh, ie, y/Lesson 3		AA.2 Describe the difference between related words LL.1 Use sense words MM.1 Select the best preposition to match the picture MM.2 Select the best preposition to complete the sentence

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CC.1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade appropriate irregularly spelled words.	LA2/A/Module 7 Grandparents/Lesson 1, LA 2/B/Module 19 Animal Food/Lesson 1 LA 2/B/Module 25 Making Mischief/Lesson 1 LA 2/A/Module 17 Animals Eat/All Lessons LA 2/B/Module 29 Earth/Lesson 5 LA 2/B/Module 21 Lost and Found/Lesson 1 LA 2/B/Module 25 Making Mischief/Lesson 1 LA 2/A/Module 1 Family Fun/Lessons 4-5 LA2/A/Module 3 Bedtime/Lesson 1-2 LA 2/A/Module 9 Winter Time/All Lessons LA 2/A/Module 1 Your Family/All lessons, LA 2/A/Module 2 Family Fun/Lesson 1, 4 LA 2/A/Module 3 Bedtime/Lesson 1, 3-5, LA 2/A/Module 5 Farm Visit/Lesson 1-2, 5 LA 2/A/Module 6 Dentist Visit/All Lessons, 2/A/Module 7 Grandparents/Lessons 1-2,4-5, LA 2/B/Module 23 Community Jobs/All Lessons LA 2/A/Module 1 Your Family/All lessons LA 2/A/Module 3 Bedtime/Lesson 1, 5	High-Frequency Words: Lesson 37 Syllables -tion -sion -ion* Dividing Between Two or Three Consonants Vowel Team Syllables Bossy-r Syllables Final Syllable -ture More Vowel Team Syllables High-Frequency Words: Lesson 32 Dividing Around One Consonant Vowel Variations in Initial Syllables VCe Syllables Vowel Variations in Final Syllables High-Frequency Words: Lesson 30 High-Frequency Words: Lesson 31 Prefix pre- Prefixes mis- dis- Bossy-r Vowels: air are ear* Bossy-r Vowels: ear eer* Sounds for igh eigh Bossy-r Vowels: oar our oor* Vowel Sound in saw: a au augh aw o High-Frequency Words: Lesson 35 Suffixes -less -ness Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: o Long and Short Vowels: u Long and Short Vowels: e High-Frequency Words: Lesson 33 High-Frequency Words: Lesson 34 High-Frequency Words: Lesson 36 High-Frequency Words: Lesson 38 Sounds for ough Suffixes -er -or* Suffix -en Vowel Sounds for y Vowel Sound in good: oo u ou Sounds for ow Sounds for ou Silent Letters Sounds for i	G.1 Choose the picture that matches the vowel team word G.2 Complete the vowel team words G.3 Complete the word with the correct vowel team G.4 Choose the vowel team sentence that matches the picture H.1 Choose the words with a given long vowel J.1 Choose the diphthong word that matches the picture J.2 Complete the word with the correct diphthong: oi oy ou ow J.3 Choose the diphthong sentence that matches the picture K.1 Complete words with variant vowels EE.2 Identify base words prefixes and suffixes EE.3 Determine the meaning of a word with pre- re- or mis- EE.5 Determine the meaning of a word with -ful or -less EE.6 Prefixes and suffixes: review M.2 Complete the two-syllable words M.3 Complete the sentence with a two-syllable word N.1 Complete the consonant-l-e words E.1 Sort short and long vowel words E.2 Match the short a and long a words to pictures E.3 Match the short e and long e words to pictures E.4 Choose the short i or long i word that matches the picture E.5 Choose the short o or long o word
CC.1.1.2.E	Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy appropriate rate and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding rereading as necessary.	ELA 2/A/Module 10 Cooking Fun/Lessons 1-2 ELA 2/A/Module 1 Your Family/Lesson 5 ELA 2/A/Module 2 Family Fun/Lesson 5 ELA 2/A/Module 3 Bedtime/Lesson 3 ELA 2/B/Module 19 Animal Food/Lesson 5 ELA 2/A/Module 1 Your Family/Lesson 5 ELA 2/A/Module 2 Family Fun/Lesson 5 ELA 2/A/Module 3 Bedtime/Lesson 3 ELA 2/B/Module 19 Animal Food/Lesson 5 All Modules Lesson 5, and Story Recording Assignment		C.10 Complete the sentence with a three-letter consonant blend word E.10 Complete the sentence with the correct -ild -ind -old -olt or -ost word G.4 Choose the vowel team sentence that matches the picture I.4 Choose the r-control sentence that matches the picture J.3 Choose the diphthong sentence that matches the picture L.3 Choose the soft g or soft c sentence that matches the picture M.3 Complete the sentence with a two-syllable word O.2 Complete the sentence with the correct sight word MM.1 Use context to identify the meaning of a word RR.1 Use action verbs VV.1 Use sense words P.1 Order events in a story R.1 Choose the picture that matches the setting or character S.2 Determine the topic and purpose of informational passages V.1 Read and understand informational passages V.2 Analyze stories V.3 Determine the themes of myths fables and folktales W.1 Use text features MM.1 Use context to identify the meaning of a word
CC.1.2.2.A	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	LA 2/B/Module 24 Gifts/Lesson 3 LA 2/B/Module 29 Earth/All Lessons LA 2/B/Module 34 Asking Questions/Lesson 2	Close Reading: Find the Main Topic Find the Main Topic Close Reading Find the Main Topic	S.2 Determine the topic and purpose of informational passages
CC.1.2.2.B	Ask and answer questions such as who what where when why and how to demonstrate understanding of key details in a text.	LA 2/A/Module 4 Fall Fun/Lesson 3, LA/2/A/Module 6 Dentist Visit/Lessons 2 and 4 LA 2/B/Module 25 Making Mischief/Lesson 3 LA 2/B/Module 34 Asking Questions/Lesson 2 LA 2/A/Module 4 Fall Fun/Lesson 3, LA/2/A/Module 6 Dentist Visit/Lessons 2 and 4 LA 2/B/Module 25 Making Mischief/Lesson 3 LA 2/B/Module 34 Asking Questions/Lesson 2	Close Reading: Ask and Answer Questions About Key Details Ask and Answer Questions About Key Details Ask Questions About Key Ideas Close Reading: Ask and Answer Questions About Key Details Ask and Answer Questions About Key Details Ask Questions About Key Ideas	S.2 Determine the topic and purpose of informational passages V.1 Read and understand informational passages V.1 Read and understand informational passages

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CC.1.2.2.C	Describe the connection between a series of events concepts or steps in a procedure within a text.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/B/Module 24 Gifts/Lesson 3 LA 2/B/Module 34 Asking Questions/Lesson 2	Close Reading: Describe Connections Between Scientific Ideas Describe Relationships in Scientific Texts Close Reading: Describe Connections Between Historical Events Describe Connections Between Historical Events Close Reading: Describe Connections Between Steps Describe Connections Between Steps	
CC.1.2.2.E	Use various text features and search tools to locate key facts or information in a text efficiently.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/B/Module 24 Gifts/Lesson 3 LA 2/B/Module 34 Asking Questions/Lesson 2	Close Reading: Use Text Features Part 1 Use Text Features Part 1 Close Reading: Use Text Features Part 2 Close Reading: Text Features	W.1 Use text features NN.4 Use guide words NN.5 Use dictionary entries
CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/B Module 34 Asking Questions/Lesson 2	Close Reading: Determine Word Meanings Determine Word Meanings	HH.2 Find synonyms in context HH.5 Find antonyms in context MM.1 Use context to identify the meaning of a word
CC.1.2.2.G	Explain how graphic representations contribute to and clarify a text.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/B Module 34 Asking Questions/Lesson 2	Close Reading: Explain How Images Support Text Explain How Images Support Text Close Reading: Connect Words and Pictures in Informational Text	
CC.1.2.2.H	Describe how reasons support specific points the author makes in a text.			
CC.1.2.2.I	Compare and contrast the most important points presented by two texts on the same topic.			
CC.1.2.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.			
CC.1.2.2.K	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.			
CC.1.2.2.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.			
CC.1.3.2.A	Recount stories and determine their central message lesson or moral.	All Modules (Reading Comprehension Assignment, Reading Comprehension Quiz) All Modules (Reading Comprehension Assignment, Reading Comprehension Quiz)	Close Reading: Ask and Answer Questions About Stories Ask and Answer Questions About Stories Close Reading: Ask and Answer Questions About Stories Ask and Answer Questions About Stories	V.2 Analyze stories B.4 Complete the poem with a word that rhymes P.1 Order events in a story R.1 Choose the picture that matches the setting or character V.2 Analyze stories V.3 Determine the themes of myths fables and folktales

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CC.1.3.2.B	Ask and answer questions such as who what where when why and how to demonstrate understanding of key details in a text.	LA 2/A/Module 10 Cooking Fun/Lesson 5 LA 2/A/Module 11 Cycles/Lesson 3, 5 LA 2/B/Module 27 Animal Adventures/All Lessons	Close Reading: Describe How Characters Act Describe How Characters Act Recount Story Events* Understand Characters	V.2 Analyze stories
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.	LA 2/B/Module 24 Gifts/Lesson 3	Close Reading: Recount Stories Recount Stories Close Reading: Recount Stories* Close Reading: Determine the Central Message Determine the Central Message	V.3 Determine the themes of myths fables and folktales
CC.1.3.2.D	Acknowledge differences in the points of views of characters including by speaking in a different voice for each character when reading dialogue aloud.	LA 2/A/Module 16 Animal Babies/All Lessons	Distinguish Points of View in a Story	
CC.1.3.2.E	Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.	LA 2/A/Module 7 Grandparents/Lesson 1 LA 2/B/Module 24 Gifts/Lesson 2	Close Reading: Describe Parts of a Story Describe Parts of a Story Recount Story Events*	P.1 Order events in a story T.1 Match each effect to its cause T.2 Match each cause to its effect
CC.1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story poem or song.	LA 2/A/Module 10 Cooking Fun/Lesson 3 LA 2/A/Module 11 Cycles/Lesson 3 LA 2/A/Module 12 Getting Creative/Lesson 4	Close Reading: Describe Rhythm and Meaning in Poems Describe Sound and Meaning in Stories Describe Rhythm and Meaning in Poems Close Reading: Describe Sound and Meaning in Stories	B.1 Choose the picture that rhymes with the word B.2 Which word does not rhyme? B.3 Complete the rhyme B.4 Complete the poem with a word that rhymes
CC.1.3.2.G	Use information from illustrations and words in print or digital text to demonstrate understanding of characters setting or plot.	LA 2/B/Module 27 Animal Adventure/All Lessons	Connect Words and Pictures	Q.2 Use actions and dialogue to understand characters R.1 Choose the picture that matches the setting or character V.2 Analyze stories
CC.1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different culture.	LA 2/A&B/Independent Reading Assignments	Close Reading: Compare and Contrast Stories	
CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content choosing from a range of strategies and tools.	LA 2/B/Module 21 Lost and Found/Lesson 1, 3 LA 2/B/Module 21 Lost and Found/Lesson 1 LA 2/A/Module 17 Animals Eat/Lessons 3-4 LA 2/B/Module 21 Lost and Found/Lesson 1, 3 LA 2/B/Module 21 Lost and Found/Lesson 1, 3 LA 2/B/Module 22 Habits and Routines/Lesson 4 LA 2/B/Module 21 Lost and Found/Lesson 1, 3 LA 2/B/Module 21 Lost and Found/Lesson 1, 3 LA 2/B/Module 22 Habits and Routines/Lesson 4	Working with Words: 7 Working with Words: 6 Working with Words: 4 Working with Words: 5 Understand Literal and Nonliteral Meanings* Working with Words: 1 Working with Words: 2 Working with Words: 9 Working with Words: 8 Working with Words: 3	EE.5 Determine the meaning of a word with -ful or -less EE.6 Prefixes and suffixes: review FF.3 Form and use compound words EE.2 Identify base words prefixes and suffixes EE.3 Determine the meaning of a word with pre- re- or mis- EE.4 Use the prefixes pre- and mis- NN.4 Use guide words NN.5 Use dictionary entries HH.2 Find synonyms in context HH.5 Find antonyms in context MM.1 Use context to identify the meaning of a word
CC.1.3.2.J	Acquire and use grade-appropriate conversational general academic and domain-specific words and phrases.	LA 2/B/Module 24 Gifts/Lesson 4-5 LA 2/B/Module 32 Future/Lesson 2 All Modules Vocabulary Quizzes		FF 3 Form and use compound words II.3 Use the correct homophone KK.1 Shades of meaning with pictures VV.1 Use sense words WW.1 Select the best preposition to match the picture WW.2 Select the best preposition to complete the sentence

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CC.1.3.2.K	Read and comprehend literature on grade-level reading independently and proficiently.	LA 2/A&B/Independent Reading Assignments		B.4 Complete the poem with a word that rhymes P.1 Order events in a story R.1 Choose the picture that matches the setting or character V.2 Analyze stories V.3 Determine the themes of myths fables and folktales
CC.1.4.2.A	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/A/Module 6 Dentist Visit/Lesson 3-4 LA 2/A/Module 17 Animals Eat/Lessons 3-4		Y.1 Select the detail that does not support the topic sentence Y.3 Choose topic sentences for expository paragraphs
CC.1.4.2.B	Identify and introduce the topic	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/A/Module 6 Dentist Visit/Lesson 3-4 LA 2/A/Module 17 Animals Eat/Lessons 3-4		Y.1 Select the detail that does not support the topic sentence Y.3 Choose topic sentences for expository paragraphs
CC.1.4.2.C	Develop the topic with facts and/or definitions.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/A/Module 6 Dentist Visit/Lesson 3-4 LA 2/A/Module 17 Animals Eat/Lessons 3-4		Y.1 Select the detail that does not support the topic sentence Y.3 Choose topic sentences for expository paragraphs
CC.1.4.2.D	Group information and provide a concluding statement or section.	LA 2/A/Module 5 Farm Visit/Lesson 3 LA 2/A/Module 6 Dentist Visit/Lesson 3-4 LA 2/A/Module 17 Animals Eat/Lessons 3-4		Y.1 Select the detail that does not support the topic sentence Y.3 Choose topic sentences for expository paragraphs
CC.1.4.2.E	Choose words and phrases for effect.	LA 2/A/Module 15 Animal Helpers/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/Module 21 Lost and Found/Lesson 1 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4 LA 2/A/Module 13 Character/Lesson 2-3 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/lesson 4 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/A/Module 7 Grandparents/Lesson 2 LA 2/A/Module 8 Making Snow/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 22 Habits and Routines/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4		QQ.9 Choose between personal and reflexive pronouns QQ.10 Use reflexive pronouns TT.8 Form and use the irregular past tense: set 1 TT.9 Form and use the irregular past tense: set 2 TT.10 Form and use the irregular past tense: set 3 TT.11 Form and use the irregular past tense: set 4 TT.14 To be: use the correct past tense form OO.4 Is it a complete sentence or a fragment? OO.5 Is it a complete sentence or a run-on? OO.6 Is it a complete sentence a fragment or a run-on? OO.7 Unscramble the words to make a complete sentence VV.1 Use sense words VV.8 Choose between adjectives and adverbs VV.9 Is the word an adjective or adverb? PP.9 Is the noun singular or plural? PP.10 Form and use irregular plurals
CC.1.4.2.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	LA 2/B/Module 24 Gifts/Lesson 4-5 LA 2/B/Module 32 Future/Lesson 2 All Modules Vocabulary Quizzes		FF 3 Form and use compound words II.3 Use the correct homophone KK.1 Shades of meaning with pictures VV.1 Use sense words WW.1 Select the best preposition to match the picture WW.2 Select the best preposition to complete the sentence

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CC.1.4.2.G	Write opinion pieces on familiar topics or texts.	LA 2/B/Module 28 Patterns/Lessons 2-5 LA 2/B/Module 29 Earth/Lesson 3		Z.1 Use conjunctions Z.2 Use subordinating conjunctions Z.5 Use linking words to complete a passage BB.1 Complete the fact and opinion sentences BB.2 Complete the opinion passage with an example BB.3 Complete the opinion passage with a reason BB.4 Complete the opinion-reason-example table
CC.1.4.2.H	Identify the topic and state an opinion.	LA 2/B/Module 28 Patterns/Lessons 2-5 LA 2/B/Module 29 Earth/Lesson 3		Z.1 Use conjunctions Z.2 Use subordinating conjunctions Z.5 Use linking words to complete a passage BB.1 Complete the fact and opinion sentences BB.2 Complete the opinion passage with an example BB.3 Complete the opinion passage with a reason BB.4 Complete the opinion-reason-example table
CC.1.4.2.I	Support the opinion with reasons that include details connected to the opinion.	LA 2/B/Module 28 Patterns/Lessons 2-5 LA 2/B/Module 29 Earth/Lesson 3		Z.1 Use conjunctions Z.2 Use subordinating conjunctions Z.5 Use linking words to complete a passage BB.1 Complete the fact and opinion sentences BB.2 Complete the opinion passage with an example BB.3 Complete the opinion passage with a reason BB.4 Complete the opinion-reason-example table
CC.1.4.2.J	Create an organizational structure that includes reasons and includes a concluding statement.	LA 2/B/Module 28 Patterns/Lessons 2-5 LA 2/B/Module 29 Earth/Lesson 3		Z.1 Use conjunctions Z.2 Use subordinating conjunctions Z.5 Use linking words to complete a passage BB.1 Complete the fact and opinion sentences BB.2 Complete the opinion passage with an example BB.3 Complete the opinion passage with a reason BB.4 Complete the opinion-reason-example table
CC.1.4.2.K	Use a variety of words and phrases to appeal to the audience.			
CC.1.4.2.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	LA 2/A/Module 15 Animal Helpers/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/Module 21 Lost and Found/Lesson 1 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4 LA 2/A/Module 13 Character/Lesson 2-3 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/lesson 4 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/A/Module 7 Grandparents/Lesson 2 LA 2/A/Module 8 Making Snow/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 22 Habits and Routines/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4		QQ.9 Choose between personal and reflexive pronouns QQ.10 Use reflexive pronouns TT.8 Form and use the irregular past tense: set 1 TT.9 Form and use the irregular past tense: set 2 TT.10 Form and use the irregular past tense: set 3 TT.11 Form and use the irregular past tense: set 4 TT.14 To be: use the correct past tense form OO.4 Is it a complete sentence or a fragment? OO.5 Is it a complete sentence or a run-on? OO.6 Is it a complete sentence a fragment or a run-on? OO.7 Unscramble the words to make a complete sentence VV.1 Use sense words VV.8 Choose between adjectives and adverbs VV.9 Is the word an adjective or adverb? PP.9 Is the noun singular or plural? PP.10 Form and use irregular plurals
CC.1.4.2.M	Write narratives to develop real or imagined experiences or events.	LA 2/A/Module 3 Bedtime/Lesson 4 LA 2/B/Module 4 All Lessons LA 2/B/Module 34 being Afraid Lesson 3 LA 2/B/Module 36 Moving On/All Lessons		X.1 Put the sentences in order Y.2 Choose topic sentences for narrative paragraphs Z.4 Use time-order words CC.1 Choose the sensory details that match the picture CC.2 Add descriptive details to sentences CC.3 Revise the sentence using a stronger verb CC.4 Insert dialogue into a story VV.1 Use sense words

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CC.1.4.2.N	Establish a situation and introduce a narrator and/or characters.	LA 2/A/Module 3 Bedtime/Lesson 4 LA/2B/Module 4 All Lessons LA 2/B/Module 34 being Afraid Lesson 3 LA 2/B/Module 36 Moving On/All Lessons		X.1 Put the sentences in order Y.2 Choose topic sentences for narrative paragraphs Z.4 Use time-order words CC.1 Choose the sensory details that match the picture CC.2 Add descriptive details to sentences CC.3 Revise the sentence using a stronger verb CC.4 Insert dialogue into a story VV.1 Use sense words
CC.1.4.2.O	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	LA 2/A/Module 3 Bedtime/Lesson 4 LA/2B/Module 4 All Lessons LA 2/B/Module 34 being Afraid Lesson 3 LA 2/B/Module 36 Moving On/All Lessons		X.1 Put the sentences in order Y.2 Choose topic sentences for narrative paragraphs Z.4 Use time-order words CC.1 Choose the sensory details that match the picture CC.2 Add descriptive details to sentences CC.3 Revise the sentence using a stronger verb CC.4 Insert dialogue into a story VV.1 Use sense words
CC.1.4.2.P	Organize a short sequence of events using temporal words to signal event order; provide a sense of closure.	LA 2/A/Module 3 Bedtime/Lesson 4 LA/2B/Module 4 All Lessons LA 2/B/Module 34 being Afraid Lesson 3 LA 2/B/Module 36 Moving On/All Lessons		X.1 Put the sentences in order Y.2 Choose topic sentences for narrative paragraphs Z.4 Use time-order words CC.1 Choose the sensory details that match the picture CC.2 Add descriptive details to sentences CC.3 Revise the sentence using a stronger verb CC.4 Insert dialogue into a story VV.1 Use sense words
CC.1.4.2.Q	Choose words and phrases for effect.			
CC.1.4.2.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	LA 2/A/Module 15 Animal Helpers/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/Module 21 Lost and Found/Lesson 1 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4 LA 2/A/Module 13 Character/Lesson 2-3 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/A/Module 7 Grandparents/Lesson 2 LA 2/A/Module 8 Making Snow/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 22 Habits and Routines/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4		QQ.9 Choose between personal and reflexive pronouns QQ.10 Use reflexive pronouns TT.8 Form and use the irregular past tense: set 1 TT.9 Form and use the irregular past tense: set 2 TT.10 Form and use the irregular past tense: set 3 TT.11 Form and use the irregular past tense: set 4 TT.14 To be: use the correct past tense form OO.4 Is it a complete sentence or a fragment? OO.5 Is it a complete sentence or a run-on? OO.6 Is it a complete sentence a fragment or a run-on? OO.7 Unscramble the words to make a complete sentence VV.1 Use sense words VV.8 Choose between adjectives and adverbs VV.9 Is the word an adjective or adverb? PP.9 Is the noun singular or plural? PP.10 Form and use irregular plurals
CC.1.4.2.T	With guidance and support from adults and peers focus on a topic and strengthen writing as needed by revising and editing.	All Modules		Y.1 Select the detail that does not support the topic sentence CC.2 Add descriptive details to sentences CC.3 Revise the sentence using a stronger verb DD.1 Combine sentences: subjects DD.2 Combine sentences: predicates DD.3 Combine sentences: subjects and predicates DD.4 Rewrite sentences using introductory elements OO.6 Is it a complete sentence a fragment or a run-on? PP.13 Identify and correct errors with plural and possessive nouns YY.4 Commas: review ZZ.4 Capitalization: review

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CC.1.4.2.U	With guidance and support use a variety of digital tools to produce and publish writing including in collaboration with peers.	All Modules Lesson 5 and Writing Publishing Assignment		
CC.1.4.2.V	Participate in individual or shared research and writing projects.	LA 2/A/Module 5 Farm Visit/Lesson 3-4 LA 2/A/Module 6 Dentist Visit/Lesson 3-4 LA 2/A/Module 15 Animal Helpers/ All Lessons LA 2/A/Module 17 Animals Eat/Lessons 3-4		
CC.1.4.2.W	Recall information from experiences or gather information from provided sources to answer a question.	Independent Reading Assignments		
CC.1.4.2.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.			
CC.1.5.2.A	Participate in collaborative conversations with peers and adults in small and larger groups.	Weekly teacher Meetings LA 2/A/Module 18 Animals That Dig/Lesson 5 Weekly teacher Meetings		
CC.1.5.2.B	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	LA 2/A/Module 18 Animals That Dig/Lesson 5 LA 2/B/Module 22 Habits and Routines/Lesson 5		
CC.1.5.2.C	Ask and answer questions about what a speaker says in order to clarify comprehension gather additional information or deepen understanding of a topic or issue.	LA 2/A/Module 18 Animals That Dig/Lesson 5 LA 2/B/Module 22 Habits and Routines/Lesson 5		
CC.1.5.2.D	Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly in coherent sentences.	LA 2/A/Module 18 Animals That Dig/Lesson 5 LA 2/B/Module 22 Habits and Routines/Lesson 5		
CC.1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	LA 2/A/Module 18 Animals That Dig/Lesson 5 LA 2/B/Module 22 Habits and Routines/Lesson 5		

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CC.1.5.2.F	Add drawings or other visual displays to presentations when appropriate to clarify ideas thoughts and feelings.	LA 2/A/Module 18 Animals That Dig/Lesson 5 LA 2/B/Module 22 Habits and Routines/Lesson 5		
CC.1.5.2.G	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	LA 2/A/Module 15 Animal Helpers/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/Module 21 Lost and Found/Lesson 1 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4 LA 2/A/Module 13 Character/Lesson 2-3 LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/lesson 4 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/A/Module 7 Grandparents/Lesson 2 LA 2/A/Module 8 Making Snow/All Lessons LA 2/B/Module 21 Lost and Found/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 5 LA 2/B/ Module 21 Lost and Found/Lesson 4 LA 2/B/Module 22 Habits and Routines/Lesson 4 LA 2/B/Module 24 Gifts/Lesson 4		QQ.9 Choose between personal and reflexive pronouns QQ.10 Use reflexive pronouns TT.8 Form and use the irregular past tense: set 1 TT.9 Form and use the irregular past tense: set 2 TT.10 Form and use the irregular past tense: set 3 TT.11 Form and use the irregular past tense: set 4 TT.14 To be: use the correct past tense form OO.4 Is it a complete sentence or a fragment? OO.5 Is it a complete sentence or a run-on? OO.6 Is it a complete sentence a fragment or a run-on? OO.7 Unscramble the words to make a complete sentence VV.1 Use sense words VV.8 Choose between adjectives and adverbs VV.9 Is the word an adjective or adverb? PP.9 Is the noun singular or plural? PP.10 Form and use irregular plurals

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.1.3.D.	Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.	LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 6/Why Tales/All Lessons LA 3/A/Module 7 Solving Problems/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons	Reading Multisyllabic Words with Prefixes in- im- Reading Multisyllabic Words with Prefixes dis- mis- non- Reading Multisyllabic Words with Suffixes -less -ful Sounds for ch Silent Letters Sounds for ear Reading Multisyllabic Words with Prefixes in- im- Reading Multisyllabic Words with Prefixes dis- mis- non- Reading Multisyllabic Words with Suffixes -less -ful Reading Multisyllabic Words with Suffixes -ous -able Reading Multisyllabic Words with Suffixes -ous -able Reading Multisyllabic Words with Suffixes -ment -ness Reading Multisyllabic Words with Suffixes -er -or Reading Multisyllabic Words with Two Suffixes	W.2 Determine the meaning of a word with pre- re- or mis- W.3 Use the prefixes pre- re- and mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review W.9 Sort words with shared prefixes and suffixes by meaning W.6 Determine the meaning of a word with -able or -ment W.1 Identify base words prefixes and suffixes W.2 Determine the meaning of a word with pre- re- or mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review W.9 Sort words with shared prefixes and suffixes by meaning W.10	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.1.3.E.	Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy appropriate rate and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding rereading as necessary. 	LA3/A/Module 1 My Adventures/All Lessons LA3/A/Module 5 Fables/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA 3/A/Module 2 Space Adventures/All Lessons LA 3/A/Module 5 Fables/All Lessons LA 3/A/Module 6 Why Tales/All Lessons LA 3/A/Module 7 Solving Problems/All Lessons LA 3/A/Module 2 Space Adventures/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons		A.2 Determine the main idea of a passage B.1 Determine the themes of myths fables and folktales D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.4 Match causes and effects in informational texts D.5 Match problems with their solutions G.1 Compare information from two informational texts H.4 Make predictions about a story I.1 Identify story elements M.2 Analyze short stories N.2 Analyze informational passages F.1 Similes with pictures F.2 Determine the meanings of similes I.2 Vocabulary review: Identify story elements M.3 Vocabulary review: Analyze short stories N.3 Vocabulary review: Analyze informational passages CC.2 Which definition matches the sentence? CC.3 Which sentence matches the definition? FF.1 Determine the meaning of words using synonyms in context FF.2 Use context to identify the meaning of a word	
CC.1.2.3.A.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	LA3/A/Module 5 Myths/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/A/Module 17 Winter Holidays/All Lessons	Close Reading: Finding Main Ideas and Details Close Reading: Recounting Key Details Find Main Ideas and Details Recount Key Details Close Reading: Finding Main Ideas and Details Close Reading: Recounting Key Details* Find Main Ideas and Details	A.1 Use key details to determine the main idea A.2 Determine the main idea of a passage D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.4 Match causes and effects in informational texts D.5 Match problems with their solutions G.1 Compare information from two informational texts N.2 Analyze informational passages	Yes

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.3.B.	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 23 Natural Disasters/All Lessons LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 23 Natural Disasters/All Lessons	Close Reading: Asking Questions About Key Ideas Ask Questions About Key Ideas Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text Close Reading: Asking Questions About Key Ideas Ask Questions About Key Ideas Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text	A.2 Determine the main idea of a passage N.2 Analyze informational passages D.2 Compare and contrast in informational texts D.4 Match causes and effects in informational texts D.5 Match problems with their solutions G.1 Compare information from two informational texts N.1 Understand key details in informational passages	Yes
CC.1.2.3.C.	Explain how a series of events concepts or steps in a procedure is connected within a text using language that pertains to time sequence and cause/effect.	LA 3/B/Module 21 Making Mistakes/All Lessons LA3/B/Module 29 Musicians/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 33 Attraction/All Lessons LA 3/B/Module 35 Voting/All Lessons	Describe Relationships in Scientific Texts Understanding Technical and Scientific Texts Close Reading: Reading About Time and Sequence Understanding Historical Texts Understand Technical Texts Close Reading: Describing Cause and Effect	D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.4 Match causes and effects in informational texts D.6 Identify text structures R.1 Identify time-order words	Yes
CC.1.2.3.D.	Explain the point of view of the author.	LA 3/B/Module 32 Electricity/All Lessons	Close Reading: Author's Point of View Distinguish Points of View on a Topic Analyzing Accounts of the Same Topic*	S.2 Identify an author's statement of opinion	Yes
CC.1.2.3.E.	Use text features and search tools to locate and interpret information.	LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 24 Glaciers/All Lessons	Close Reading: Text Features Text Features	K.1 Use text features GG.5 Use guide words	Yes
CC.1.2.3.F.	Determine the meaning of words and phrases as they are used in grade-level text distinguishing literal from non-literal meaning as well as shades of meaning among related words.	LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 33 Attraction/All Lessons LA 3/B/Module 35 Voting/All Lessons	Determine Word Meanings Using Context Clues 2 Close Reading: Unfamiliar Words Word Meaning	N.3 Vocabulary review: Analyze informational passages FF.2 Use context to identify the meaning of a word	Yes

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.3.G.	Use information gained from text features to demonstrate understanding of a text.	LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 24 Glaciers/All Lessons	Close Reading: Connect Words and Pictures in Informational Text Information from Words and Pictures	D.1 Determine the order of events in informational texts	Yes
CC.1.2.3.H.	Describe how an author connects sentences and paragraphs in a text to support particular points.	LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 6/Why Tales/All Lessons LA 3/A/Module 7 Solving Problems/All Lessons LA 3/A/Module 14 Jons in the Community/All Lessons	Understand How Comparisons are Made Close Reading: Author's Point of View* Distinguish Points of View on a Topic* Making Connections: Author's Point of View	D.2 Compare and contrast in informational texts D.3 Match causes with effects D.4 Match causes and effects in informational texts D.5 Match problems with their solutions D.6 Identify text structures O.1 Put the sentences in order	Yes
CC.1.2.3.I.	Compare and contrast the most important points and key details presented in two texts on the same topic.	LA 3/A/Module 6 Why Tales/All Lessons	Close Reading: Comparing and Contrasting Two Texts Comparing and Contrasting Two Texts Analyzing Accounts of the Same Topic	D.2 Compare and contrast in informational texts G.1 Compare information from two informational texts	
CC.1.2.3.K.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.	LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 33 Attraction/All Lessons LA 3/B/Module 35 Voting/All Lessons	Determine Word Meanings Using Context Clues 2 Close Reading: Unfamiliar Words Word Meaning	N.3 Vocabulary review: Analyze informational passages FF.2 Use context to identify the meaning of a word	Yes
CC.1.2.3.L.	Read and comprehend literary non-fiction and informational text on grade level reading independently and proficiently.	LA 3/A/Module 16 The Presidency/All Lessons LA 3/B/Module 35 Voting/All Lessons		A.2 Determine the main idea of a passage N.2 Analyze informational passages	
CC.1.3.3.A	Determine the central message lesson or moral in literary text; explain how it is conveyed in text.	LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 26 Rainy Days/All Lessons LA 3/B/Module 27 Lazy Days/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 26 Rainy Days/All Lessons LA 3/B/Module 27 Lazy Days/All Lessons	Close Reading: Asking Questions About Stories Ask Questions About Stories Close Reading: Asking Questions About Stories Ask Questions About Stories	I.1 Identify story elements M.1 Analyze stories and their illustrations M.2 Analyze short stories H.3 Draw inferences from a text I.1 Identify story elements M.1 Analyze stories and their illustrations M.2 Analyze short stories	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	LA 3/A/Module 4 Fables/All Lessons LA 3/B/Module 19 Growing Up/All Lessons La 3/B/Module 27 Lazy Days/All Lessons LA 3/B/Module 36 Freedom/All Lessons	Close Reading: Describing Characters Recount Story Events* Understand Characters Making Inferences about Literature	H.2 Use actions and dialogue to understand characters	
CC.1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events.	LA 3/A/Module 4 Fables/All Lessons	Close Reading: Recounting Stories Recount Story Events Close Reading: Determining the Central Message Determine the Central Message of a Story Identifying the Theme of a Story	B.1 Determine the themes of myths fables and folktales I.1 Identify story elements	
CC.1.3.3.D	Explain the point of view of the author.	LA 3/B/Module 25 Vacation Days/All Lessons	Close Reading: Points of View About a Story Distinguish Points of View on a Topic Distinguish Points of View in a Story Point of View	G.1 Identify the narrative point of view G.2 Distinguish characters' points of view	
CC.1.3.3.E	Refer to parts of texts when writing or speaking about a text using such terms as chapter scene and stanza and describe how each successive part builds upon earlier sections.	LA 3/A/Module 4 Fables/All Lessons LA3/A/Module 5 Myths/All Lessons	Close Reading: What Are Plays Made Of? Parts of Plays Close Reading: What Are Poems Made Of? Parts of Poems Close Reading: What Are Stories Made Of?		
CC.1.3.3.F	Determine the meaning of words and phrases as they are used in grade-level text distinguishing literal from non-literal meaning as well as shades of meaning among related words.	LA3/A/Module 1 My Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4 Close Reading: Words in Context Understand Literal and Nonliteral Meanings	F.1 Similes with pictures F.2 Determine the meanings of similes I.2 Vocabulary review: Identify story elements CC.2 Which definition matches the sentence? CC.3 Which sentence matches the definition? FF.1 Determine the meaning of words using synonyms in context FF.2 Use context to identify the meaning of a word	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.3.G	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood emphasize aspects of a character or setting).	LA 3/A&B/Independent Reading	Connecting Words and Pictures in Stories	J.1 Compare mythological illustrations M.1 Analyze stories and their illustrations	
CC.1.3.3.H	Compare and contrast the themes settings and plots of stories written by the same author about the same or similar characters.	LA 3/A&B/Independent Reading	Close Reading: Comparing/Contrasting Stories Comparing and Contrasting Stories	B.1 Determine the themes of myths fables and folktales I.1 Identify story elements	
CC.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	LA 3/A/Module 16 The Presidency/All Lessons LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/A/Module 13 Rural vs. City/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons	Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Roots bio and geo	L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable comfortable/uncomfortable care/careless heat/preheat). GG.5 Use guide words GG.6 Use dictionary entries GG.7 Use dictionary definitions X.1 Use Greek and Latin roots as clues to the meanings of words X.2 Determine the meanings of Greek and Latin roots X.3 Determine the meanings of words with Greek and Latin roots F.1 Similes with pictures F.2 Determine the meanings of similes I.2 Vocabulary review: Identify story elements M.3 Vocabulary review: Analyze short stories N.3 Vocabulary review: Analyze informational passages AA.3 Find synonyms in context AA.6 Find antonyms in context CC.2 Which definition matches the sentence? CC.3 Which sentence matches the definition? FF.1 Determine the meaning of words using synonyms in context FF.2 Use context to identify the meaning of a word	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.	LA 3/A/Module 14 Jobs in the Community/All Lessons LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 32 Electricity/All Lessons	Determine Word Meanings Using Roots bio and geo Determine the Meanings of Related Words in a Word Family: vary and consider Determine Word Meanings Using Context Clues 1	E.1 Sort sensory details I.2 Vocabulary review: Identify story elements M.3 Vocabulary review: Analyze short stories N.3 Vocabulary review: Analyze informational passages R.1 Identify time-order words R.4 Use subordinating conjunctions W.2 Determine the meaning of a word with pre- re- or mis- W.3 Use the prefixes pre- re- and mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review X.1 Use Greek and Latin roots as clues to the meanings of words X.2 Determine the meanings of Greek and Latin roots X.3 Determine the meanings of words with Greek and Latin roots BB.1 Homophones with pictures BB.3 Use the correct homophone DD.1 Shades of meaning with pictures DD.3 Positive and negative connotation FF.1 Determine the meaning of words using synonyms in context FF.2 Use context	
CC.1.3.3.K	Read and comprehend literary fiction on grade-level reading independently and proficiently.	LA 3/B/Module 36 Freedom/All Lessons		I.1 Identify story elements M.1 Analyze stories and their illustrations M.2 Analyze short stories	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/B/Module 25 Vacations Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31 Rolling Objects/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons		S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Select the detail that does not support the topic sentence P.2 Choose topic sentences for narrative paragraphs P.3 Choose topic sentences for expository paragraphs R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage U.1 Combine sentences: subjects and predicates	
CC.1.4.3.B	Identify and introduce the topic.	LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/B/Module 25 Vacations Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31 Rolling Objects/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons		S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Select the detail that does not support the topic sentence P.2 Choose topic sentences for narrative paragraphs P.3 Choose topic sentences for expository paragraphs R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage U.1 Combine sentences: subjects and predicates	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.C	Develop the topic with facts definitions details and illustrations as appropriate.	LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/B/Module 25 Vacations Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31 Rolling Objects/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons		S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Select the detail that does not support the topic sentence P.2 Choose topic sentences for narrative paragraphs P.3 Choose topic sentences for expository paragraphs R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage U.1 Combine sentences: subjects and predicates	
CC.1.4.3.D	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA 3/B/Module 25 Vacations Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31 Rolling Objects/All Lessons LA 3/B/Module 25 Vacation Days/All Lessons LA 3/B/Module 30 Athlete/All Lessons LA 3/B/Module 31/All Lessons		S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Select the detail that does not support the topic sentence P.2 Choose topic sentences for narrative paragraphs P.3 Choose topic sentences for expository paragraphs R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage U.1 Combine sentences: subjects and predicates	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.E	Choose words and phrases for effect.	LA4/A/Module2/Plot LA4/A/Module2/Setting LA4/B/Module1/Frequently Confused Words LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Theme v. Plot LA4/B/Module1/Finding Sentence Fragments in Drama LA4/B/Module2/Correcting Sentence Fragments LA4/B/Module4/Run-on Sentences LA4/B/Module1/Finding Adjectives in Sentences LA4/A/Module1/Processes		JJ.9 Identify relative pronouns JJ.10 Use relative pronouns: who and whom JJ.11 Use relative pronouns: who whom whose which and that OO.7 Use relative adverbs PP.1 Identify prepositions PP.2 Identify prepositions and their objects PP.3 Identify prepositional phrases PP.4 Prepositions: review MM.13 Use the progressive verb tenses MM.14 Form the progressive verb tenses BB.1 Homophones with pictures BB.2 Identify homophones BB.3 Use the correct homophone OO.4 Order adjectives KK.4 What does the modal verb show? KK.5 Use the correct modal verb U.1 Create varied sentences based on models HH.2 Identify the complete subject of a sentence HH.3 Identify the complete predicate of a sentence HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? HH.10 Order the words to create a sentence	
CC.1.4.3.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA 3/A&B/ All Modules and lessons LA 3/B/Module 32/Electricity/All Lessons LA 3/B/Module 20 Good Deeds/All lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 27 Lazy Days/All Lessons		E.1 Sort sensory details T.2 Show character emotions and traits AA.1 Choose the synonym AA.4 Choose the antonym DD.1 Shades of meaning with pictures DD.2 Describe the difference between related words DD.3 Positive and negative connotation	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.G	Write opinion pieces on familiar topics or texts.	LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons		C.2 Identify the author's purpose: passages O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.4 Complete the opinion passage with an example S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage S.3 Choose reasons to support an opinion S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table	

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.H	Introduce the topic and state an opinion on the topic.	LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons		C.2 Identify the author's purpose: passages O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.4 Complete the opinion passage with an example S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage S.3 Choose reasons to support an opinion S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.1	Support an opinion with reasons.	LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons		C.2 Identify the author's purpose: passages O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.4 Complete the opinion passage with an example S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage S.3 Choose reasons to support an opinion S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.J	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 15 Community Leaders/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/B/Module 24 Glaciers/All Lessons LA 3/B/Module 35 Voting/All Lessons LA 3/A/Module 8 Asking Questions/All Lessons		C.2 Identify the author's purpose: passages O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.4 Complete the opinion passage with an example S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions R.5 Choose the best transition R.6 Use linking words to complete a passage S.3 Choose reasons to support an opinion S.5 Complete the opinion passage with a reason S.6 Complete the opinion-reason-example table	
CC.1.4.3.K	Use a variety of words and sentence types to appeal to the audience.	LA4/A/Module3/Characterization LA4/B/Module1/Defining Sentence Fragments LA4/B/Module6/Choosing Punctuation LA4/A/Module3/Characters LA4/A/Module4/Narrators LA4/B/Module6/Formal and Informal English LA4/A/Module3/Point of View LA4/A/Module4/Narrators		E.1 Sort sensory details T.1 Show character emotions and traits AA.1 Choose the synonym AA.4 Choose the antonym EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation GG.8 Use thesaurus entries	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA 3/B/Module 20 Good Deeds/All Lessons LA 3/A/Module 7 Solving Problems/All Lessons LA 3/A/Module 6 Why Tales/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA3/A/Module 12 Night Animals/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA3/A/Module 5 Myths/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 14 Jobs in the Community/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/A/Module 14 All Jobs in the Community LA 3/B/Module 21 Making Mistakes/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA 3/A/Module 2 Space Adventures/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons		R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions QQ.1 Identify coordinating conjunctions QQ.2 Identify subordinating conjunctions II.5 Form regular plurals with -s -es and -ies II.6 Use regular plurals with -s -es and -ies II.8 Form and use irregular plurals KK.1 Use action verbs MM.6 Form and use the irregular past tense: set 1 MM.7 Form and use the irregular past tense: set 2 MM.8 Form and use the irregular past tense: set 3 MM.9 Form and use the irregular past tense: set 4 MM.10 Form and use the irregular past tense: set 5 MM.11 To be: use the correct form MM.12 To have: use the correct form U.3 Create varied sentences based on models HH.2 Identify the complete subject of a sentence HH.3 Identify the complete predicate of a sentence HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? HH.9 Create compound sentences HH.10 Order the words to create a sentence JJ.3 Replace the noun with a pers	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.M	Write narratives to develop real or imagined experiences or events.	LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29 Musicians/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons LA 3/A/Module 1/My Adventures LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons		O.1 Put the sentences in order R.1 Identify time-order words R.2 Use time-order words O.1 Put the sentences in order P.2 Choose topic sentences for narrative paragraphs T.1 Add descriptive details to sentences H.2 Use actions and dialogue to understand characters T.1 Add descriptive details to sentences T.2 Show character emotions and traits	
CC.1.4.3.N	Establish a situation and introduce a narrator and/or characters.	LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29 Musicians/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons LA 3/A/Module 1/My Adventures LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons		O.1 Put the sentences in order R.1 Identify time-order words R.2 Use time-order words O.1 Put the sentences in order P.2 Choose topic sentences for narrative paragraphs T.1 Add descriptive details to sentences H.2 Use actions and dialogue to understand characters T.1 Add descriptive details to sentences T.2 Show character emotions and traits	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.O	Use dialogue and descriptions of actions thoughts and feelings to develop experiences and events or show the response of characters to situations.	LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29 Musicians/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons LA 3/A/Module 1/My Adventures LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons		O.1 Put the sentences in order R.1 Identify time-order words R.2 Use time-order words O.1 Put the sentences in order P.2 Choose topic sentences for narrative paragraphs T.1 Add descriptive details to sentences H.2 Use actions and dialogue to understand characters T.1 Add descriptive details to sentences T.2 Show character emotions and traits	
CC.1.4.3.P	Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order; provide a sense of closure.	LA 3/A/Module 17 Winter Holidays/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29 Musicians/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons LA 3/A/Module 1/My Adventures LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 28 Artists/All Lessons LA 3/B/Module 29/Musicians All Lessons		O.1 Put the sentences in order R.1 Identify time-order words R.2 Use time-order words O.1 Put the sentences in order P.2 Choose topic sentences for narrative paragraphs T.1 Add descriptive details to sentences H.2 Use actions and dialogue to understand characters T.1 Add descriptive details to sentences T.2 Show character emotions and traits	
CC.1.4.3.Q	Choose words and phrases for effect.	LA 3/A&B/ All Modules and lessons LA 3/B/Module 32/Electricity/All Lessons LA 3/B/Module 20 Good Deeds/All lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 27 Lazy Days/All Lessons		E.1 Sort sensory details T.2 Show character emotions and traits AA.1 Choose the synonym AA.4 Choose the antonym DD.1 Shades of meaning with pictures DD.2 Describe the difference between related words DD.3 Positive and negative connotation	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA 3/B/Module 20 Good Deeds/All Lessons LA 3/A/Module 7 Solving Problems/All Lessons LA 3/A/Module 6 Why Tales/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA3/A/Module 12 Night Animals/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA3/A/Module 5 Myths/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 14 Jobs in the Community/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/A/Module 14 All Jobs in the Community LA 3/B/Module 21 Making Mistakes/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA 3/A/Module 2 Space Adventures/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons		R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions QQ.1 Identify coordinating conjunctions QQ.2 Identify subordinating conjunctions II.5 Form regular plurals with -s -es and -ies II.6 Use regular plurals with -s -es and -ies II.8 Form and use irregular plurals KK.1 Use action verbs MM.6 Form and use the irregular past tense: set 1 MM.7 Form and use the irregular past tense: set 2 MM.8 Form and use the irregular past tense: set 3 MM.9 Form and use the irregular past tense: set 4 MM.10 Form and use the irregular past tense: set 5 MM.11 To be: use the correct form MM.12 To have: use the correct form U.3 Create varied sentences based on models HH.2 Identify the complete subject of a sentence HH.3 Identify the complete predicate of a sentence HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? HH.9 Create compound sentences HH.10 Order the words to create a sentence JJ.3	
CC.1.4.3.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and informational texts				

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.3.T	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising and editing.	LA 3/A/Module 2 Space Adventures/All Lessons LA3/A/Module 5 Myths/All Lessons LA 3/A/Module 6 Why Tales/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons		O.1 Put the sentences in order O.3 Organize information by main idea P.1 Select the detail that does not support the topic sentence R.5 Choose the best transition T.1 Add descriptive details to sentences T.3 Revise the sentence using a stronger verb U.1 Combine sentences: subjects and predicates U.2 Combine sentences by adding key details V.1 Correct errors with signs HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? II.11 Identify and correct errors with plural and possessive nouns SS.5 Commas: review TT.5 Capitalization: review VV.6 Punctuating dialogue	
CC.1.4.3.U	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	LA 3/A/Module 2 Space Adventures/All Lessons LA 3/B/Module 26 Rainy Days/All Lessons			
CC.1.4.3.V	Conduct short research projects that build knowledge about a topic.	LA 3/A/Module 15 Community Leaders/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons			
CC.1.4.3.W	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	LA 3/A/Module 15 Community Leaders/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons		A.2 Determine the main idea of a passage	
CC.1.4.3.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	LA 3/A/Module 5 Myths/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons			

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.3.A	Engage effectively in a range of collaborative discussions on grade-level topics and texts building on others' ideas and expressing their own clearly.	LA 3/B/Module 23 Natural Disasters/All Lessons LA 3/B/Module 23/Weather Patterns/All Lessons LA 3/B/Module 23 Natural Disasters/All Lessons LA 3/B/Module 23 Natural Disasters/All Lessons LA 3/B/Module 23 Natural Disasters/All Lessons			
CC.1.5.3.B	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats including visually quantitatively and orally.	LA 3/B/Module 23 Natural Disasters/All Lessons			
CC.1.5.3.C	Ask and answer questions about information from a speaker offering appropriate detail.	LA 3/A/Module 9 Inventions/Lesson 5			
CC.1.5.3.D	Report on a topic or text tell a story or recount an experience with appropriate facts and relevant descriptive details speak clearly with adequate volume appropriate pacing and clear pronunciation.	LA3/A/Module 12 Night Animals/Lessons 4-5 LA 3/B/Module 23 Natural Disasters/All Lessons LA 3/B/Module 34 Immigration/All Lessons			
CC.1.5.3.E	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	LA 3/B/Module 19 Growing Up/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons LA 3/B/Module 22 Weather Patterns/All Lessons LA 3/B/Module 23 Natural Disasters/All Lessons			
CC.1.5.3.F	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	LA 3/A/Module 9 Inventions/Lesson 5			

3rd Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.3.G	Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	LA 3/B/Module 20 Good Deeds/All Lessons LA 3/A/Module 7 Solving Problems/All Lessons LA 3/A/Module 6 Why Tales/All Lessons LA 3/B/Module 19 Growing Up/All Lessons LA3/A/Module 12 Night Animals/All Lessons LA 3/A/Module 16 The Presidency/All Lessons LA3/A/Module 5 Myths/All Lessons LA 3/A/Module 11 Animal Friends/All Lessons LA 3/A/Module 14 Jobs in the Community/All Lessons LA 3/A/Module 18 Time and New Years/All Lessons LA 3/B/Module 21 Making Mistakes/All Lessons LA 3/A/Module 14 All Jobs in the Community LA 3/B/Module 21 Making Mistakes/All Lessons LA3/A/Module 1 My Adventures/All Lessons LA 3/A/Module 2 Space Adventures/All Lessons LA3/A/Module 3 Ocean Adventures/All Lessons LA3/A/Module 4 Fables/All Lessons LA 3/A/Module 9 Inventions/All Lessons LA 3/A/Module 10 Pond Animals/All Lessons LA 3/B/Module 20 Good Deeds/All Lessons		R.3 Use coordinating conjunctions R.4 Use subordinating conjunctions QQ.1 Identify coordinating conjunctions QQ.2 Identify subordinating conjunctions II.5 Form regular plurals with -s -es and -ies II.6 Use regular plurals with -s -es and -ies II.8 Form and use irregular plurals KK.1 Use action verbs MM.6 Form and use the irregular past tense: set 1 MM.7 Form and use the irregular past tense: set 2 MM.8 Form and use the irregular past tense: set 3 MM.9 Form and use the irregular past tense: set 4 MM.10 Form and use the irregular past tense: set 5 MM.11 To be: use the correct form MM.12 To have: use the correct form U.3 Create varied sentences based on models HH.2 Identify the complete subject of a sentence HH.3 Identify the complete predicate of a sentence HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? HH.9 Create compound sentences HH.10 Order the words to create a sentence JJ.3	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.1.4.D.	Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.	LA4/A/Module2/Processes LA4/A/Module2/Processes	Determine the Meanings of Related Words in a Word Family: identify and attach Determine the Meanings of Related Words in a Word Family: create and inform Determine the Meanings of Related Words in a Word Family: distinct and depend Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Roots aud and spect Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age Determine Word Meanings Using Prefixes il-/ir	W.1 Identify base words prefixes and suffixes W.2 Determine the meaning of a word with pre- re- or mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review W.9 Sort words with shared prefixes and suffixes by meaning W.10 Sort words with shared suffixes by part of speech W.11 Word pattern analogies W.12 Word pattern sentences X.1 Sort words by shared Greek or Latin roots X.2 Use Greek and Latin roots as clues to the meanings of words X.3 Use the meanings of words as clues to the meanings of Greek and Latin roots X.4 Determine the meanings of Greek and Latin roots X.5 Determine the meanings of words with Greek and Latin roots X.6 Match words with Greek and Latin roots to their meanings Y.1 Form compound words with pictures Y.2 Form compound words Y.3 Form and use compound	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.1.4.E.	Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy appropriate rate and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding rereading as necessary. 	LA4/A/Module1/Introduction LA4/A/Module2/Context Clues LA4/A/Module2/Setting Context Clues LA4/A/Module1/Reading/Writing LA4/A/Module1/Introduction LA4/A/Module2/Plot Independent Reading Assessments		A.2 Determine the main idea of a passage B.1 Determine the themes of myths fables and folktales D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions G.2 Distinguish characters' points of view G.3 Compare information from two texts H.2 Compare and contrast characters H.4 Make predictions about a story I.1 Identify story elements M.1 Analyze short stories N.1 Read and understand informational passages Q.1 Summarize a story S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts F.2 Similes and metaphors with pictures F.3 Determine the meanings of similes and metaphors F.4 Interpret the meaning of an allusion from its source I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages CC.2 Which definition matches the sentenc	
CC.1.2.4.A.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LA4/B/Module2/Main Ideas LA4/B/Module2/Supporting Details LA4/B/Module2/Summary and Paraphrasing	Close Reading: Summarizing Informational Texts Summarizing Informational Text Close Reading: Finding Main Ideas and Details Main Ideas and Details	A.1 Use key details to determine the main idea A.2 Determine the main idea of a passage D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions G.3 Compare information from two texts N.1 Read and understand informational passages S.5 Identify supporting details in informational texts	Yes

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.4.B.	Refer to details and examples in text to support what the text says explicitly and make inferences.	LA4/B/Module2/Reading for Information LA4/B/Module2/Making Inferences LA4/B/Module2/Explicit and Implicit Messages LA4/B/Module2/Details that Support Messages LA4/B/Module2/Reading for Information LA4/B/Module2/Making Inferences LA4/B/Module2/Explicit and Implicit Messages LA4/B/Module2/Details that Support Messages	Supporting Inferences About Informational Text Finding Main Ideas and Details in Informational Texts Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text Close Reading: Supporting Inferences About Informational Texts Inferences About Informational Texts Main Ideas and Details Supporting Inferences About Informational Text Finding Main Ideas and Details in Informational Texts Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text Close Reading: Supporting Inferences About Informational Texts Inferences About Informational Texts Main Ideas and Details	D.2 Compare and contrast in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions G.3 Compare information from two texts H.3 Draw inferences from a text S.5 Identify supporting details in informational texts A.2 Determine the main idea of a passage N.1 Read and understand informational passages FF.4 Determine the meaning of domain-specific words with pictures	Yes
CC.1.2.4.C.	Explain events procedures ideas or concepts in a text including what happened and why based on specific information in the text.	LA4/B/Module3/Types of Information LA4/B/Module3/Reading Historical and Scientific Writing LA4/B/Module3/Summarizing Technical Writing	Close Reading: Understanding Historical Texts Close Reading: Understanding Scientific Texts Understanding Technical and Scientific Texts Explaining Relationships in Informational Texts* Understanding Scientific Texts Close Reading: Understanding Technical Texts Understanding Historical Texts	D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions D.5 Identify text structures S.5 Identify supporting details in informational texts	Yes
CC.1.2.4.D.	Compare and contrast an event or topic told from two different points of view.	LA4/B/Module3/Firsthand and Secondhand Accounts	Close Reading: Comparing Accounts of the Same Topic Analyzing Accounts of the Same Topic		Yes
CC.1.2.4.E.	Use text structure to interpret information (e.g. chronology comparison cause/effect problem/ solution).	LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structure	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures Part 2 Close Reading: Text Structures: Cause-Effect and Compare-Contrast Text Structures Part 1	D.1 Determine the order of events in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions D.5 Identify text structures	Yes

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.4.F.	Determine the meaning of words and phrases as they are used in grade-level text including figurative language.	LA4/B/Module6/Unfamiliar Words	Close Reading: Unfamiliar Words Determine Word Meaning Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4	N.2 Vocabulary review: Read and understand informational passages AA.3 Find synonyms in context AA.6 Find antonyms in context FF.1 Find words using context FF.2 Determine the meaning of words using synonyms in context FF.3 Use context to identify the meaning of a word FF.4 Determine the meaning of domain-specific words with pictures	Yes
CC.1.2.4.G.	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	LA4/B/Module4/Photographs and Drawings LA4/B/Module4/Visual Elements LA4/B/Module4/Oral Elements	Close Reading: Interpreting Visual Information Interpreting Visual Information	J.2 Read graphic organizers	Yes
CC.1.2.4.H.	Explain how an author uses reasons and evidence to support particular points in a text.	LA4/B/Module3/Reasons and Evidence LA4/B/Module5/Analyzing Notes	Close Reading: Explaining an Author's Reasons and Evidence Evaluating Arguments in Informational Text	G.3 Compare information from two texts N.1 Read and understand informational passages S.5 Identify supporting details in informational texts	Yes
CC.1.2.4.I.	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	LA4/B/Module4/Integrating Sources	Close Reading: Integrating Information from Two Sources Analyzing Accounts of the Same Topic* Integrating Information	G.3 Compare information from two texts O.3 Organize information by main idea	

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.4.J.	Acquire and use accurately grade-appropriate conversational general academic and domain-specific words and phrases including those that signal precise actions emotions or states of being and that are basic to a particular topic.	LA4/A/Module5/Forms of Fiction	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Suffixes -ive and -age Determine Word Meanings Using Prefixes il-/ir- and fore- Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Context Clues 5 Determine the Meanings of Related Words in a Word Family: distinct and depend Determine Word Meanings Using Context Clues 2 Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Context Clues 3	E.1 Sort sensory details I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages T.2 Revise the sentence using a stronger verb W.2 Determine the meaning of a word with pre- re- or mis- W.3 Use the prefixes pre- re- and mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review X.1 Sort words by shared Greek or Latin roots X.2 Use Greek and Latin roots as clues to the meanings of words X.3 Use the meanings of words as clues to the meanings of Greek and Latin roots X.5 Determine the meanings of words with Greek and Latin roots X.6 Match words with Greek and Latin roots to their meanings EE.3 Positive and negative connotation FF.1 Find words using context FF.2	
CC.1.2.4.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	LA4/B/Module6/Unfamiliar Words	Close Reading: Unfamiliar Words Determine Word Meaning Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4	N.2 Vocabulary review: Read and understand informational passages AA.3 Find synonyms in context AA.6 Find antonyms in context FF.1 Find words using context FF.2 Determine the meaning of words using synonyms in context FF.3 Use context to identify the meaning of a word FF.4 Determine the meaning of domain-specific words with pictures	Yes
CC.1.2.4.L.	Read and comprehend literary non-fiction and informational text on grade level reading independently and proficiently.	LA4/B/Module2/Informational Text LA4/B/Module3/Reading Historical and Scientific Writing LA4/B/Module3/Summarizing Technical Writing		A.2 Determine the main idea of a passage N.1 Read and understand informational passages FF.4 Determine the meaning of domain-specific words with pictures	

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.	LA4/A/Module1/Inferences LA4/A/Module4/Finding Themes LA4/A/Module1/Inferences LA4/A/Module4/Finding Themes	Close Reading: Describing Settings and Events in Stories Close Reading: Supporting Inferences About Literary Texts Making Inferences about Literature Close Reading: Describing Characters in Plays Close Reading: Describing Settings and Events in Stories Close Reading: Supporting Inferences About Literary Texts Making Inferences about Literature Close Reading: Describing Characters in Plays	B.1 Determine the themes of myths fables and folktales I.1 Identify story elements M.1 Analyze short stories M.3 Analyze poetry Q.1 Summarize a story I.1 Identify story elements M.1 Analyze short stories M.3 Analyze poetry S.4 Identify supporting details in literary texts	
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.	LA4/A/Module2/Conflict LA4/A/Module2/Setting LA4/A/Module3/Characters LA4/A/Module3/Characterization LA4/A/Module4/Narrators	Making Inferences about Literature Close Reading: Describing Settings and Events in Stories Describe Settings and Events Close Reading: Describing Characters in Plays Identifying Theme* Summarizing a Story* Comparing and Contrasting Characters Characters	G.2 Distinguish characters' points of view H.1 Use actions and dialogue to understand characters H.2 Compare and contrast characters I.1 Identify story elements M.1 Analyze short stories T.1 Show character emotions and traits	
CC.1.3.4.C	Describe in depth a character setting or event in a story or drama drawing on specific details in the text.	LA4/A/Module4/Theme v. Plot LA4/A/Module4/Finding Themes	Summarizing Literary Text Close Reading: Summarizing Literary Texts Close Reading: Determining the Theme of a Story Identifying the Theme of a Story Close Reading: Determining the Theme of a Poem Theme of a Poem	B.1 Determine the themes of myths fables and folktales I.1 Identify story elements M.3 Analyze poetry Q.1 Summarize a story	
CC.1.3.4.D	Compare and contrast an event or topic told from two different points of view.	LA4/A/Module3/Point of View LA4/A/Module3/Writing Point of View	Close Reading: Comparing Points of View Point of View	G.1 Identify the narrative point of view G.2 Distinguish characters' points of view	
CC.1.3.4.E	Explain major differences between poems drama and prose and refer to the structural elements of each when writing or speaking about a text.	LA4/B/Module1/Poems vs. Other Literature LA4/B/Module1/Visual Characteristics of Poetry LA4/B/Module1/Sounds of Poetry LA4/B/Module1/Drama and Other Forms of Literature LA4/B/Module2/Structure of Drama	Explaining the Structure of a Poem Elements of Plays Close Reading: Elements of Poetry Comparing Poems and Prose Close Reading: Comparing Poems Plays and Prose Elements of Poetry Close Reading: Elements of Plays	L.1 Label the rhyme scheme L.2 Identify elements of poetry	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text including figurative language.	LA4/A/Module2/ Conflict LA4/A/Module2/Setting LA4/A/Module6/Mythology	Understanding Allusions to Myths Close Reading: Understanding Vocabulary in Literary Texts Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 5	F.2 Similes and metaphors with pictures F.3 Determine the meanings of similes and metaphors F.4 Interpret the meaning of an allusion from its source F.5 Analyze the effects of figures of speech on meaning and tone I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories CC.2 Which definition matches the sentence? CC.3 Which sentence matches the definition? DD.1 Determine the meaning of idioms from context: set 1 DD.3 Determine the meaning of idioms from context: set 2 FF.1 Find words using context FF.2 Determine the meaning of words using synonyms in context FF.3 Use context to identify the meaning of a word	
CC.1.3.4.G	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying where each version reflects specific descriptions and directions in the text.	LA4/A/Module5/Forms of Media LA4/A/Module6/Analyzing Media LA4/B/Module2/Drama Text vs. Drama Performances	Close Reading: Connecting Presentations of a Text	J.1 Compare mythological illustrations	
CC.1.3.4.H	Compare and contrast similar themes topics and patterns of events in literature including texts from different cultures.	LA4/A/Module5/Comparing Themes LA4/A/Module6/Comparing Myths	Comparing Patterns of Events in Stories Close Reading: Comparing Topics and Themes in Stories Close Reading: Comparing Patterns of Events in Stories Identifying the Theme of a Story* Comparing Story Topics and Themes Analyzing Accounts of the Same Topic*	B.1 Determine the themes of myths fables and folktales	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools	LA4/A/Module1/Inferences LA4/A/Module6/Comparing Myths LA4/A/Module6/Mythology LA4/B/Module3/Definitions and Pronunciations LA4/B/Module6/Unfamiliar Words LA4/A/Module2/Context Clues LA4/A/Module2/Setting Context Clues LA4/A/Module1/Reading/Writing LA4/A/Module3/Characterization LA4/A/Module6/Comparing Myths LA4/B/Module3/Word Parts	Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Roots aud and spect Close Reading: Unfamiliar Words Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Context Clues 5 Determine Word Meanings Using Context Clues 3	W.1 Identify base words prefixes and suffixes W.2 Determine the meaning of a word with pre- re- or mis- W.3 Use the prefixes pre- re- and mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review W.9 Sort words with shared prefixes and suffixes by meaning X.1 Sort words by shared Greek or Latin roots X.2 Use Greek and Latin roots as clues to the meanings of words X.3 Use the meanings of words as clues to the meanings of Greek and Latin roots X.4 Determine the meanings of Greek and Latin roots X.5 Determine the meanings of words with Greek and Latin roots X.6 Match words with Greek and Latin roots to their meanings GG.5 Use guide words GG.6 Use dictionary entries GG.7 Use dictionary definitions GG.8 Use thesaurus entries F.3 Determine the meanings of similes and metaphors	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational general academic and domain-specific words and phrases including those that signal precise actions emotions or states of being and that are basic to a particular topic.	LA4/A/Module5/Forms of Fiction	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Suffixes -ive and -age Determine Word Meanings Using Prefixes il-/ir- and fore- Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Context Clues 5 Determine the Meanings of Related Words in a Word Family: distinct and depend Determine Word Meanings Using Context Clues 2 Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Context Clues 3	E.1 Sort sensory details I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages T.2 Revise the sentence using a stronger verb W.2 Determine the meaning of a word with pre- re- or mis- W.3 Use the prefixes pre- re- and mis- W.4 Determine the meaning of a word with -ful or -less W.5 Determine the meaning of a word with -ly or -ness W.6 Determine the meaning of a word with -able or -ment W.7 Determine the meaning of a word with a suffix: review W.8 Determine the meanings of words with prefixes and suffixes: review X.1 Sort words by shared Greek or Latin roots X.2 Use Greek and Latin roots as clues to the meanings of words X.3 Use the meanings of words as clues to the meanings of Greek and Latin roots X.5 Determine the meanings of words with Greek and Latin roots X.6 Match words with Greek and Latin roots to their meanings EE.3 Positive and negative connotation FF.1 Find words using context FF.2	
CC.1.3.4.K	Read and comprehend literary fiction on grade-level reading independently and proficiently.	This standard is covered in numerous modules and lessons throughout the course.		B.1 Determine the themes of myths fables and folktales I.1 Identify story elements M.1 Analyze short stories M.3 Analyze poetry Q.1 Summarize a story	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	LA4/B/Module3/Precise Language LA4/B/Module3/Drafting LA4/B/Module4/Direct Quotes LA4/A/Module2/Plot LA4/B/Module4/Transitional Tags LA4/B/Module3/Paragraphs and Sections LA4/B/Module4/Using Visual Elements LA4/B/Module6/Creating Media LA4/B/Module4/Conclusions		A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Choose the best topic sentence P.2 Choose the best concluding sentence S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation FF.4 Determine the meaning of domain-specific words with pictures	
CC.1.4.4.B	Identify and introduce the topic clearly.	LA4/B/Module3/Precise Language LA4/B/Module3/Drafting LA4/B/Module4/Direct Quotes LA4/A/Module2/Plot LA4/B/Module4/Transitional Tags LA4/B/Module3/Paragraphs and Sections LA4/B/Module4/Using Visual Elements LA4/B/Module6/Creating Media LA4/B/Module4/Conclusions		A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Choose the best topic sentence P.2 Choose the best concluding sentence S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation FF.4 Determine the meaning of domain-specific words with pictures	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.C	Develop the topic with facts definitions concrete details quotations or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	LA4/B/Module3/Precise Language LA4/B/Module3/Drafting LA4/B/Module4/Direct Quotes LA4/A/Module2/Plot LA4/B/Module4/Transitional Tags LA4/B/Module3/Paragraphs and Sections LA4/B/Module4/Using Visual Elements LA4/B/Module6/Creating Media LA4/B/Module4/Conclusions		A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Choose the best topic sentence P.2 Choose the best concluding sentence S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation FF.4 Determine the meaning of domain-specific words with pictures	
CC.1.4.4.D	Group related information in paragraphs and sections linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	LA4/B/Module3/Precise Language LA4/B/Module3/Drafting LA4/B/Module4/Direct Quotes LA4/A/Module2/Plot LA4/B/Module4/Transitional Tags LA4/B/Module3/Paragraphs and Sections LA4/B/Module4/Using Visual Elements LA4/B/Module6/Creating Media LA4/B/Module4/Conclusions		A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Choose the best topic sentence P.2 Choose the best concluding sentence S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation FF.4 Determine the meaning of domain-specific words with pictures	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.E	Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4/B/Module3/Precise Language LA4/B/Module3/Drafting LA4/B/Module4/Direct Quotes LA4/A/Module2/Plot LA4/B/Module4/Transitional Tags LA4/B/Module3/Paragraphs and Sections LA4/B/Module4/Using Visual Elements LA4/B/Module6/Creating Media LA4/B/Module4/Conclusions		A.1 Use key details to determine the main idea O.1 Put the sentences in order O.3 Organize information by main idea P.1 Choose the best topic sentence P.2 Choose the best concluding sentence S.1 Distinguish facts from opinions S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation FF.4 Determine the meaning of domain-specific words with pictures	
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA4/A/Module1/Writing		C.1 Identify the purpose of a text D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions D.5 Identify text structures O.3 Organize information by main idea O.4 Remove the sentence that does not belong	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.G	Write opinion pieces on topics or texts.	LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes		R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition C.1 Identify the purpose of a text O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts	
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.	LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes		R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition C.1 Identify the purpose of a text O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts	

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.I	Provide reasons that are supported by facts and details.	LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes		R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition C.1 Identify the purpose of a text O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts	
CC.1.4.4.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.	LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes		R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition C.1 Identify the purpose of a text O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts	

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.K	Choose words and phrases to convey ideas precisely.	LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes LA4/A/Module5/Forms of Fiction LA4/A/Module5/Forms of Media LA4/A/Module1/Inferences LA4/A/Module5/Forms of Fiction LA4/A/Module6/Comparing Myths LA4/B/Module3/Overall Text Structure LA4/B/Module3/Text Structures LA4/A/Module5/Comparing Themes		R.2 Use coordinating conjunctions R.3 Use subordinating conjunctions R.4 Choose the best transition C.1 Identify the purpose of a text O.3 Organize information by main idea S.1 Distinguish facts from opinions S.2 Identify an author's statement of opinion S.3 Choose reasons to support an opinion S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts	
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA4/A/Module1/Writing LA4/B/Module6/Commas Before Coordinating Conjunctions LA4/A/Module5/Forms of Media LA4/A/Module6/Analyzing Media LA4/A/Module1/Introduction LA4/A/Module3/Characterization LA4/A/Module4/Narrators LA4/B/Module4/Punctuating Direct Quotes		TT.1 Capitalizing the names of people and pets and titles of respect TT.2 Capitalizing days months and holidays TT.3 Capitalizing the names of places and geographic features TT.4 Capitalizing the names of historical events periods and documents TT.5 Capitalizing proper adjectives nationalities and languages TT.6 Capitalization: review VV.3 Capitalizing titles R.2 Use coordinating conjunctions HH.9 Create compound sentences QQ.1 Identify coordinating conjunctions W.11 Word pattern analogies W.12 Word pattern sentences Y.1 Form compound words with pictures Y.2 Form compound words Y.3 Form and use compound words BB.3 Use the correct homophone GG.5 Use guide words II.5 Form regular plurals with -s -es and -ies II.6 Use regular plurals with -s -es and -ies II.7 Form regular plurals with -s -es -ies and -ves II.8 Use regular plurals with -s -es -ies and -ves II.10 Form and use irregular plurals II.12 Form the singular or plural possessive II.13 Identify and correct errors with plural and possessive	

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.M	Write narratives to develop real or imagined experiences or events.	LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Narrators LA4/A/Module4/Theme LA4/B/Module4/Conclusions LA4/A/Module2/Setting LA4/A/Module3/Characterization LA4/A/Module3/Characters LA4/A/Module4/Narrators LA4/B/Module4/Transitional Tags		E.1 Sort sensory details E.2 Identify sensory details T.2 Revise the sentence using a stronger verb T.3 Add imagery to stories EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation O.1 Put the sentences in order R.1 Identify time-order words R.4 Choose the best transition O.1 Put the sentences in order H.1 Use actions and dialogue to understand characters T.1 Show character emotions and traits T.3 Add imagery to stories	
CC.1.4.4.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.	LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Narrators LA4/A/Module4/Theme LA4/B/Module4/Conclusions LA4/A/Module2/Setting LA4/A/Module3/Characterization LA4/A/Module3/Characters LA4/A/Module4/Narrators LA4/B/Module4/Transitional Tags		E.1 Sort sensory details E.2 Identify sensory details T.2 Revise the sentence using a stronger verb T.3 Add imagery to stories EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation O.1 Put the sentences in order R.1 Identify time-order words R.4 Choose the best transition O.1 Put the sentences in order H.1 Use actions and dialogue to understand characters T.1 Show character emotions and traits T.3 Add imagery to stories	
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Narrators LA4/A/Module4/Theme LA4/B/Module4/Conclusions LA4/A/Module2/Setting LA4/A/Module3/Characterization LA4/A/Module3/Characters LA4/A/Module4/Narrators LA4/B/Module4/Transitional Tags		E.1 Sort sensory details E.2 Identify sensory details T.2 Revise the sentence using a stronger verb T.3 Add imagery to stories EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation O.1 Put the sentences in order R.1 Identify time-order words R.4 Choose the best transition O.1 Put the sentences in order H.1 Use actions and dialogue to understand characters T.1 Show character emotions and traits T.3 Add imagery to stories	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.P	Organize an event sequence that unfolds naturally using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Narrators LA4/A/Module4/Theme LA4/B/Module4/Conclusions LA4/A/Module2/Setting LA4/A/Module3/Characterization LA4/A/Module3/Characters LA4/A/Module4/Narrators LA4/B/Module4/Transitional Tags		E.1 Sort sensory details E.2 Identify sensory details T.2 Revise the sentence using a stronger verb T.3 Add imagery to stories EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation O.1 Put the sentences in order R.1 Identify time-order words R.4 Choose the best transition O.1 Put the sentences in order H.1 Use actions and dialogue to understand characters T.1 Show character emotions and traits T.3 Add imagery to stories	
CC.1.4.4.Q	Choose words and phrases to convey ideas precisely.	LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Narrators LA4/A/Module4/Theme LA4/B/Module4/Conclusions LA4/A/Module2/Setting LA4/A/Module3/Characterization LA4/A/Module3/Characters LA4/A/Module4/Narrators LA4/B/Module4/Transitional Tags		E.1 Sort sensory details E.2 Identify sensory details T.2 Revise the sentence using a stronger verb T.3 Add imagery to stories EE.1 Shades of meaning with pictures EE.2 Describe the difference between related words EE.3 Positive and negative connotation O.1 Put the sentences in order R.1 Identify time-order words R.4 Choose the best transition O.1 Put the sentences in order H.1 Use actions and dialogue to understand characters T.1 Show character emotions and traits T.3 Add imagery to stories	

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA4/A/Module1/Writing LA4/B/Module6/Commas Before Coordinating Conjunctions LA4/A/Module5/Forms of Media LA4/A/Module6/Analyzing Media LA4/A/Module1/Introduction LA4/A/Module3/Characterization LA4/A/Module4/Narrators LA4/B/Module4/Punctuating Direct Quotes		TT.1 Capitalizing the names of people and pets and titles of respect TT.2 Capitalizing days months and holidays TT.3 Capitalizing the names of places and geographic features TT.4 Capitalizing the names of historical events periods and documents TT.5 Capitalizing proper adjectives nationalities and languages TT.6 Capitalization: review VV.3 Capitalizing titles R.2 Use coordinating conjunctions HH.9 Create compound sentences QQ.1 Identify coordinating conjunctions W.11 Word pattern analogies W.12 Word pattern sentences Y.1 Form compound words with pictures Y.2 Form compound words Y.3 Form and use compound words BB.3 Use the correct homophone GG.5 Use guide words II.5 Form regular plurals with -s -es and -ies II.6 Use regular plurals with -s -es and -ies II.7 Form regular plurals with -s -es -ies and -ves II.8 Use regular plurals with -s -es -ies and -ves II.10 Form and use irregular plurals II.12 Form the singular or plural possessive II.13 Identify and correct errors with plural and possessive	
CC.1.4.4.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and informational texts.	LA4/A/Module2/Setting LA4/A/Module3/Character Traits LA4/A/Module3/Developing Characters LA4/B/Module2/Structure of Drama LA4/B/Module5/Supporting Analysis Statements LA4/B/Module3/Reasons and Evidence LA4/B/Module6/Identifying Reasons and Evidence LA4/B/Module5/How to Analyze Information		D.2 Compare and contrast in informational texts G.3 Compare information from two texts N.1 Read and understand informational passages S.5 Identify supporting details in informational texts F.5 Analyze the effects of figures of speech on meaning and tone H.1 Use actions and dialogue to understand characters H.2 Compare and contrast characters M.1 Analyze short stories S.4 Identify supporting details in literary texts	

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.4.T	With guidance and support form peers and adults develop and strengthen writing as needed by planning revising and editing.	LA4/A/Module1/Processes LA4/B/Module4/Revising		O.1 Put the sentences in order O.3 Organize information by main idea O.4 Remove the sentence that does not belong R.4 Choose the best transition T.2 Revise the sentence using a stronger verb V.1 Correct errors with signs HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? II.13 Identify and correct errors with plural and possessive nouns SS.6 Commas: review TT.6 Capitalization: review VV.6 Punctuating dialogue	
CC.1.4.4.U	With some guidance and support use technology including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	LA4/A/Module6/Analyzing Media LA4/A/Module4/Peer Review			
CC.1.4.4.V	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	LA4/B/Module5/Steps to Research LA4/B/Module5/Research Topic LA4/B/Module5/Plan Your Research Project			
CC.1.4.4.W	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources	LA4/A/Module6/Comparing Myths LA4/B/Module5/Personal Experience LA4/B/Module5/Print and Digital Sources LA4/B/Module 5/Taking Notes LA4/B/Module5/Categorizing Information		A.2 Determine the main idea of a passage O.3 Organize information by main idea S.4 Identify supporting details in literary texts S.5 Identify supporting details in informational texts	
CC.1.4.4.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	LA4/B/Module3/Drafting LA4/B/Module4/Revising LA4/B/Module4/Peer Review			

4th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.4.A	Engage effectively in a range of collaborative discussions on grade-level topics and texts building on others' ideas and expressing their own clearly.	LA4/A/Module3/Point of View LA4/A/Module5/Comparing Themes LA4/A/Module4/Finding Themes LA4/A/Module3/Point of View LA4/A/Module5/Comparing Themes LA4/A/Module1/Inferences LA4/B/Module6/Participating in Discussions LA4/B/Module6/Participating in Discussions			
CC.1.5.4.B	Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually quantitatively and orally.	LA4/A/Module5/Forms of Media			
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.	LA4/B/Module6/Identifying Reasons and Evidence			
CC.1.5.4.D	Report on a topic or text tell a story or recount an experience in an organized manner using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly with adequate volume appropriate pacing and clear pronunciation.	LA4/B/Module6/Preparing an Oral Report LA4/B/Module6/Facts and Details LA4/B/Module6/Delivering an Oral Report			
CC.1.5.4.E	Differentiate between contexts that require formal English versus informal situations.	LA4/B/Module6/Recording of Oral Reports LA4/B/Module6/Adding Visual Elements			
CC.1.5.4.F	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				

4th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.4.G	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	LA4/A/Module2/Plot LA4/A/Module2/Setting LA4/B/Module1/Frequently Confused Words LA4/A/Module2/Conflict LA4/A/Module3/Points of View LA4/A/Module4/Theme v. Plot LA4/B/Module1/Finding Sentence Fragments in Drama LA4/B/Module2/Correcting Sentence Fragments LA4/B/Module4/Run-on Sentences LA4/B/Module1/Finding Adjectives in Sentences LA4/A/Module1/Processes		JJ.9 Identify relative pronouns JJ.10 Use relative pronouns: who and whom JJ.11 Use relative pronouns: who whom whose which and that OO.7 Use relative adverbs PP.1 Identify prepositions PP.2 Identify prepositions and their objects PP.3 Identify prepositional phrases PP.4 Prepositions: review MM.13 Use the progressive verb tenses MM.14 Form the progressive verb tenses BB.1 Homophones with pictures BB.2 Identify homophones BB.3 Use the correct homophone OO.4 Order adjectives KK.4 What does the modal verb show? KK.5 Use the correct modal verb U.1 Create varied sentences based on models HH.2 Identify the complete subject of a sentence HH.3 Identify the complete predicate of a sentence HH.5 Is it a complete sentence or a fragment? HH.6 Is it a complete sentence or a run-on? HH.7 Is it a complete sentence a fragment or a run-on? HH.10 Order the words to create a sentence	

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.1.5.D.	Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.	LA5/A/Module1/Reading Process LA5/A/Module1/Reading Process	Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes - al and -ity Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes - ian and - ious Determine the Meanings of Related Words in a Word Family: respond and construct Determine the Meanings of Related Words in a Word Family: state and legal Determine the Meanings of Related Words in a Word Family: achieve and rely Determine Word Meanings Using Roots scribe/scrip and phon Determine Word Meanings Using Roots meter/metron and ped Determine Word Meanings Using Roots dict and mit/miss	V.1 Words with pre- V.2 Words with re- V.3 Words with sub- V.4 Words with mis- V.5 Words with un- dis- in- im- and non- V.6 Words with -ful V.7 Words with -less V.8 Words with -able and -ible V.9 Sort words with shared prefixes and suffixes by meaning V.10 Sort words with shared suffixes by part of speech V.11 Word pattern analogies V.12 Word pattern sentences W.1 Sort words by shared Greek or Latin roots W.2 Use Greek and Latin roots as clues to the meanings of words W.3 Use the meanings of words as clues to the meanings of Greek and Latin roots W.4 Use words as clues to the meanings of Greek and Latin roots W.5 Determine the meanings of Greek and Latin roots W.6 Determine the meanings of words with Greek and Latin roots W.7 Match words with Greek and Latin roots to their meanings
CC.1.1.5.E.	Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy appropriate rate and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding rereading as necessary.	LA5/A/Module5/Elements of Drama LA5/A/Module1/Choosing a Context LA5/A/Module3/Narrators Context LA5/B/Module2/Context Clues in History LA5/A/Module1/Reading Process LA5/A/Module1/Introduction LA5/A/Module1/Process		A.2 Determine the main idea of a passage B.1 Determine the themes of short stories D.1 Determine the order of events in informational texts D.2 Compare and contrast in informational texts D.3 Match causes and effects in informational texts D.4 Match problems with their solutions G.2 Compare information from two texts H.2 Compare and contrast characters I.1 Identify story elements M.1 Analyze short stories N.1 Read and understand informational passages Q.1 Summarize a story R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts M.3 Analyze poetry F.2 Similes and metaphors with pictures F.3 Determine the meanings of similes and metaphors F.4 Interpret the meaning of an allusion from its source I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages BB.2 Which definition matches the sentence? BB.3 Which sentence matches the definition? CC.1

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.2.5.A.	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.			
CC.1.2.5.B.	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.			
CC.1.2.5.C.	Explain the relationships or interactions between two or more individuals events ideas or concepts in a text based on specific information in the text.			
CC.1.2.5.D.	Analyze multiple accounts of the same event or topic noting important similarities and differences in the point of view they represent.			
CC.1.2.5.E.	Use text structure in and among texts to interpret information (e.g. chronology comparison cause/effect problem/ solution).			
CC.1.2.5.F.	Determine the meaning of words and phrases as they are used in grade-level text including interpretation of figurative language.			

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.2.5.G.	Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
CC.1.2.5.H.	Determine how an author supports particular points in a text through reasons and evidence.			
CC.1.2.5.I.	Integrate information from several texts on the same topic to demonstrate understanding of that topic.			
CC.1.2.5.J.	Acquire and use accurately grade-appropriate conversational general academic and domain-specific words and phrases including those that signal contrast addition and other logical relationships.	LA5/A/Module1/Plot LA5/B/Module4/Finding an Angle	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Roots dict and mit/miss Determine the Meanings of Related Words in a Word Family: achieve and rely Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Suffixes -ian and -ious Determine the Meanings of Related Words in a Word Family: state and legal Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Roots meter/metr and ped Determine Word Meanings Using Roots scribe/scrip	I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages O.3 Choose the best transition V.1 Words with pre- V.2 Words with re- V.3 Words with sub- V.4 Words with mis- V.5 Words with un- dis- in- im- and non- V.6 Words with -ful V.7 Words with -less V.8 Words with -able and -ible V.9 Sort words with shared prefixes and suffixes by meaning W.1 Sort words by shared Greek or Latin roots W.2 Use Greek and Latin roots as clues to the meanings of words W.3 Use the meanings of words as clues to the meanings of Greek and Latin roots W.4 Use words as clues to the meanings of Greek and Latin roots W.5 Determine the meanings of Greek and Latin roots W.6 Determine the meanings of words with Greek and Latin roots W.7 Match words with Greek and Latin roots to their meanings DD.2 Positive and negative connotation EE.1 Find words using context EE.3 Use context to identify the meaning of a word EE.4

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.2.5.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.			
CC.1.2.5.L.	Read and comprehend literary non-fiction and informational text on grade level reading independently and proficiently.			
CC.1.3.5.A	Determine a theme of a text from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	LA5/B/Module1/Using Direct Quotes LA5/B/Module3/Punctuating Direct Quotes LA5/B/Module3/Selecting Direct Quotes LA5/B/Module1/Using Direct Quotes LA5/B/Module3/Punctuating Direct Quotes LA5/B/Module3/Selecting Direct Quotes	Close Reading: Inferences About Literary Text Close Reading: Comparing and Contrasting Characters in Drama Inferences About Literary Text Close Reading: Comparing and Contrasting Settings and Events Summarizing Literature Analyzing Character Development in Literature Close Reading: Inferences About Literary Text Close Reading: Comparing and Contrasting Characters in Drama Inferences About Literary Text Close Reading: Comparing and Contrasting Settings and Events Summarizing Literature Analyzing Character Development in Literature	B.1 Determine the themes of short stories H.1 Use actions and dialogue to understand characters H.3 Draw inferences from a text I.1 Identify story elements M.1 Analyze short stories M.3 Analyze poetry R.4 Identify supporting details in literary texts B.1 Determine the themes of short stories I.1 Identify story elements M.1 Analyze short stories M.3 Analyze poetry Q.1 Summarize a story
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	LA5/A/Module2/Characterization LA5/A/Module2/Setting	Close Reading: Comparing and Contrasting Characters in Drama Comparing and Contrasting Settings and Events Comparing and Contrasting Characters Summarizing Literature* Analyzing Character Development in Literature* Comparing and Contrasting Literary Texts* Close Reading: Comparing and Contrasting Settings and Events	G.2 Distinguish characters' points of view H.2 Compare and contrast characters

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.3.5.C	Compare and contrast two or more characters settings or events in a story or drama drawing on specific details in the text.	LA5/A/Module3/Theme LA5/A/Module5/Forms of Drama LA5/A/Module6/Narrative Poetry LA5/A/Module6/Lyric Poetry	Close Reading: Finding the Theme of a Story Theme of a Story Explaining the Structure of a Poem* Summarizing a Story Close Reading: Summarizing Literary Texts Identifying Theme Close Reading: Finding the Theme of a Poem Theme of a Poem	B.1 Determine the themes of short stories I.1 Identify story elements M.3 Analyze poetry Q.1 Summarize a story
CC.1.3.5.D	Analyze multiple accounts of the same event or topic noting important similarities and differences in the point of view they represent.	LA5/A/Module3/Narrators	Exploring Point of View in Literature	G.1 Identify the narrative point of view
CC.1.3.5.E	Explain how a series of chapters scenes or stanzas fits together to provide the overall structure of a particular story drama or poem.	LA5/A/Module1/Plot LA5/A/Module2/Conflict LA5/A/Module4/Forms of Narrative LA5/A/Module5/Elements of Drama LA5/A/Module6/Narrative Poetry	Close Reading: Understanding Structure in Poetry Explaining the Structure of a Poem Close Reading: Understanding Structure in Stories Close Reading: Understanding Structure in Drama Structure in Drama	
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text including interpretation of figurative language.	LA5/A/Module6/Lyric Poetry LA5/A/Module6/Classic Literature	Close Reading: Language and Meaning Figurative Language Understanding Figurative Language Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3	F.2 Similes and metaphors with pictures F.3 Determine the meanings of similes and metaphors F.4 Interpret the meaning of an allusion from its source I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories BB.2 Which definition matches the sentence? BB.3 Which sentence matches the definition? CC.1 Determine the meaning of idioms from context: set 1 CC.3 Determine the meaning of idioms from context: set 2 EE.1 Find words using context EE.2 Determine the meaning of words using synonyms in context EE.3 Use context to identify the meaning of a word

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.3.5.G	Analyze how visual and multimedia elements contribute to the meaning tone or beauty of a text (e.g. graphic novel multimedia presentation of fiction folktale myth poem).	LA5/A/Module4/Multimedia	Close Reading: Analyzing Visual Elements in Literary Texts	K.1 Compare mythological illustrations
CC.1.3.5.H	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	LA5/A/Module4/Genre LA5/A/Module5/Comparing Literature	Close Reading: Compare and Contrast Stories in the Same Genre Comparing and Contrasting Stories in the Same Genre Summarizing Literature* Analyzing Character Development in Literature* Comparing and Contrasting Literary Texts*	B.1 Determine the themes of short stories
CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools	LA5/B/Module3/Researching LA5/A/Module2/Characterization LA5/B/Module2/Reading Science LA5/A/Module3/Narrators LA5/B/Module2/Reading Science LA5/A/Module3/Narrators LA5/A/Module6/Lyric Poetry		F.3 Determine the meanings of similes and metaphors F.4 Interpret the meaning of an allusion from its source I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages Y.2 Find synonyms in context Y.4 Find antonyms in context BB.2 Which definition matches the sentence? BB.3 Which sentence matches the definition? CC.1 Determine the meaning of idioms from context: set 1 CC.3 Determine the meaning of idioms from context: set 2 EE.1 Find words using context EE.3 Use context to identify the meaning of a word EE.4 Determine the meaning of domain-specific words with pictures FF.4 Use guide words FF.5 Use dictionary entries FF.6 Use dictionary definitions FF.7 Use thesaurus entries V.1 Words with pre- V.2 Words with re- V.3 Words with sub- V.4 Words with mis- V.5 Words with un- dis- in- im- and non- V.6 Words with -ful V.7 Words with -less V.8 Words with -able and -ible V.9 Sort words with shared prefixes and suffix

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.3.5.J	Acquire and use accurately grade-appropriate conversational general academic and domain-specific words and phrases including those that signal contrast addition and other logical relationships.	LA5/A/Module1/Plot LA5/B/Module4/Finding an Angle	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Roots dict and mit/miss Determine the Meanings of Related Words in a Word Family: achieve and rely Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Suffixes -ian and -ious Determine the Meanings of Related Words in a Word Family: state and legal Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Roots meter/metr and ped Determine Word Meanings Using Roots scrib/scrip and phonics	I.2 Vocabulary review: Identify story elements M.2 Vocabulary review: Analyze short stories N.2 Vocabulary review: Read and understand informational passages O.3 Choose the best transition V.1 Words with pre- V.2 Words with re- V.3 Words with sub- V.4 Words with mis- V.5 Words with un- dis- in- im- and non- V.6 Words with -ful V.7 Words with -less V.8 Words with -able and -ible V.9 Sort words with shared prefixes and suffixes by meaning W.1 Sort words by shared Greek or Latin roots W.2 Use Greek and Latin roots as clues to the meanings of words W.3 Use the meanings of words as clues to the meanings of Greek and Latin roots W.4 Use words as clues to the meanings of Greek and Latin roots W.5 Determine the meanings of Greek and Latin roots W.6 Determine the meanings of words with Greek and Latin roots W.7 Match words with Greek and Latin roots to their meanings DD.2 Positive and negative connotation EE.1 Find words using context EE.3 Use context to identify the meaning of a word EE.4
CC.1.3.5.K	Read and comprehend literary fiction on grade-level reading independently and proficiently.	LA5/A/Module1/Plot LA5/A/Module5/Forms of Drama LA5/A/Module6/Classic Literature		B.1 Determine the themes of short stories I.1 Identify story elements M.1 Analyze short stories M.3 Analyze poetry Q.1 Summarize a story

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.A	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	LA5/B/Module3/Summarizing Sources LA5/B/Module4/Building Arguments LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points		DD.1 Describe the difference between related words DD.2 Positive and negative connotation EE.4 Determine the meaning of domain-specific words with pictures P.2 Choose the best concluding sentence A.1 Use key details to determine the main idea O.1 Put the sentences in order O.5 Organize information by main idea P.1 Choose the best topic sentence R.1 Distinguish facts from opinions R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions
CC.1.4.5.B	Identify and introduce the topic clearly.	LA5/B/Module3/Summarizing Sources LA5/B/Module4/Building Arguments LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points		DD.1 Describe the difference between related words DD.2 Positive and negative connotation EE.4 Determine the meaning of domain-specific words with pictures P.2 Choose the best concluding sentence A.1 Use key details to determine the main idea O.1 Put the sentences in order O.5 Organize information by main idea P.1 Choose the best topic sentence R.1 Distinguish facts from opinions R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.C	Develop the topic with facts definitions concrete details quotations or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	LA5/B/Module3/Summarizing Sources LA5/B/Module4/Building Arguments LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points		DD.1 Describe the difference between related words DD.2 Positive and negative connotation EE.4 Determine the meaning of domain-specific words with pictures P.2 Choose the best concluding sentence A.1 Use key details to determine the main idea O.1 Put the sentences in order O.5 Organize information by main idea P.1 Choose the best topic sentence R.1 Distinguish facts from opinions R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions
CC.1.4.5.D	Group related information logically linking ideas within and across categories of information using words phrases and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	LA5/B/Module3/Summarizing Sources LA5/B/Module4/Building Arguments LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points		DD.1 Describe the difference between related words DD.2 Positive and negative connotation EE.4 Determine the meaning of domain-specific words with pictures P.2 Choose the best concluding sentence A.1 Use key details to determine the main idea O.1 Put the sentences in order O.5 Organize information by main idea P.1 Choose the best topic sentence R.1 Distinguish facts from opinions R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.E	Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.	LA5/B/Module3/Summarizing Sources LA5/B/Module4/Building Arguments LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing Sources LA5/B/Module3/Summarizing LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points LA5/A/Module5/Organizing Ideas LA5/B/Module4/Supporting Your Points		DD.1 Describe the difference between related words DD.2 Positive and negative connotation EE.4 Determine the meaning of domain-specific words with pictures P.2 Choose the best concluding sentence A.1 Use key details to determine the main idea O.1 Put the sentences in order O.5 Organize information by main idea P.1 Choose the best topic sentence R.1 Distinguish facts from opinions R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions
CC.1.4.5.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA5/A/Module3/Points of View LA5/A/Module5/Comparing Literature LA5/A/Module2/Characterization LA5/B/Module1/Reading Information LA5/B/Module1/Finding Answers LA5/A/Module5/Commas for Transition LA5/B/Module4/ Finding an Angle LA5/A/Module3/Points of View LA5/A/Module5/Comparing Literature LA5/A/Module3/Introducing Commas LA5/A/Module5/Commas for Transition LA5/A/Module2/Setting		QQ.1 Commas with a series QQ.3 Commas with direct addresses QQ.3 Commas with direct addresses U.1 Use the correct frequently confused word U.2 Correct errors with frequently confused words V.11 Word pattern analogies V.12 Word pattern sentences AA.1 Homophones with pictures AA.2 Use the correct homophone FF.4 Use guide words HH.3 Form plurals of nouns ending in f fe o and y HH.4 Form and use plurals of nouns ending in f fe o and y HH.5 Form plurals: review HH.6 Form and use plurals: review HH.8 Form the singular or plural possessive HH.9 Identify and correct errors with plural and possessive nouns LL.2 Form and use the regular past tense LL.3 Form and use the irregular past tense MM.8 Spell adjectives that compare PP.1 Pronoun-verb contractions PP.2 Contractions with "not" SS.2 Formatting and capitalizing titles

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.G	Write opinion pieces on topics or texts.	LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and Reasons LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and		O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts C.1 Identify the purpose of a text O.5 Organize information by main idea R.1 Distinguish facts from opinions R.2 Identify an author's statement of opinion

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.H	Introduce the topic and state an opinion on the topic.	LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and Reasons LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and		O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts C.1 Identify the purpose of a text O.5 Organize information by main idea R.1 Distinguish facts from opinions R.2 Identify an author's statement of opinion

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.1	Provide reasons that are supported by facts and details; draw from credible sources.	LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and Reasons LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and		O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts C.1 Identify the purpose of a text O.5 Organize information by main idea R.1 Distinguish facts from opinions R.2 Identify an author's statement of opinion

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words phrases and clauses; provide a concluding statement or section related to the opinion.	LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and Reasons LA5/B/Module4/ Finding an Angle LA5/B/Module4/Drafting Your Report LA5/A/Module5/Comparing Literature LA5/A/Module5/Forms of Drama LA5/B/Module4/Finding an Angle LA5/B/Module4/Building an Argument LA5/A/Module5/Claims and Reasons LA5/B/Module4/Drafting Your Report LA5/A/Module5/Claims and		O.2 Use coordinating conjunctions O.3 Choose the best transition OO.3 Use the correct pair of correlative conjunctions W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. R.3 Choose reasons to support an opinion R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts C.1 Identify the purpose of a text O.5 Organize information by main idea R.1 Distinguish facts from opinions R.2 Identify an author's statement of opinion
CC.1.4.5.K	Write with an awareness of style. • Use sentences of varying length. • Expand combine and reduce sentences for meaning reader/listener interest and style.	LA5/A/Module5/Elements of Drama LA5/A/Module1/Standard English LA5/A/Module1/Reading Process LA5/A/Module1/Writing Process		O.3 Choose the best transition T.1 Create varied sentences based on models GG.10 Create compound sentences OO.3 Use the correct pair of correlative conjunctions OO.4 Fill in the missing correlative conjunction C.2 Which sentence is more formal?

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA5/A/Module3/Points of View LA5/A/Module5/Comparing Literature LA5/A/Module2/Characterization LA5/B/Module1/Reading Information LA5/B/Module1/Finding Answers LA5/A/Module5/Commas for Transition LA5/B/Module4/Finding an Angle LA5/A/Module3/Points of View LA5/A/Module5/Comparing Literature LA5/A/Module3/Introducing Commas LA5/A/Module5/Commas for Transition LA5/A/Module2/Setting		QQ.1 Commas with a series QQ.3 Commas with direct addresses QQ.3 Commas with direct addresses U.1 Use the correct frequently confused word U.2 Correct errors with frequently confused words V.11 Word pattern analogies V.12 Word pattern sentences AA.1 Homophones with pictures AA.2 Use the correct homophone FF.4 Use guide words HH.3 Form plurals of nouns ending in f fe o and y HH.4 Form and use plurals of nouns ending in f fe o and y HH.5 Form plurals: review HH.6 Form and use plurals: review HH.8 Form the singular or plural possessive HH.9 Identify and correct errors with plural and possessive nouns LL.2 Form and use the regular past tense LL.3 Form and use the irregular past tense MM.8 Spell adjectives that compare PP.1 Pronoun-verb contractions PP.2 Contractions with "not" SS.2 Formatting and capitalizing titles
CC.1.4.5.M	Write narratives to develop real or imagined experiences or events.	LA5/B/Module5/Style and Clarity LA5/A/Module2/Setting LA5/A/Module3/Narrators LA5/A/Module3/Points of View LA5/A/Module4/Forms of Narrative LA5/A/Module2/Conflict		O.1 Put the sentences in order O.1 Put the sentences in order O.3 Choose the best transition E.1 Sort sensory details E.2 Identify sensory details S.2 Revise the sentence using a stronger verb S.3 Add imagery to stories DD.1 Describe the difference between related words DD.2 Positive and negative connotation H.1 Use actions and dialogue to understand characters S.1 Show character emotions and traits S.3 Add imagery to stories
CC.1.4.5.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.	LA5/B/Module5/Style and Clarity LA5/A/Module2/Setting LA5/A/Module3/Narrators LA5/A/Module3/Points of View LA5/A/Module4/Forms of Narrative LA5/A/Module2/Conflict		O.1 Put the sentences in order O.1 Put the sentences in order O.3 Choose the best transition E.1 Sort sensory details E.2 Identify sensory details S.2 Revise the sentence using a stronger verb S.3 Add imagery to stories DD.1 Describe the difference between related words DD.2 Positive and negative connotation H.1 Use actions and dialogue to understand characters S.1 Show character emotions and traits S.3 Add imagery to stories

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.O	Use narrative techniques such as dialogue description and pacing to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5/B/Module5/Style and Clarity LA5/A/Module2/Setting LA5/A/Module3/Narrators LA5/A/Module3/Points of View LA5/A/Module4/Forms of Narrative LA5/A/Module2/Conflict		O.1 Put the sentences in order O.1 Put the sentences in order O.3 Choose the best transition E.1 Sort sensory details E.2 Identify sensory details S.2 Revise the sentence using a stronger verb S.3 Add imagery to stories DD.1 Describe the difference between related words DD.2 Positive and negative connotation H.1 Use actions and dialogue to understand characters S.1 Show character emotions and traits S.3 Add imagery to stories
CC.1.4.5.P	Organize an event sequence that unfolds naturally using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	LA5/B/Module5/Style and Clarity LA5/A/Module2/Setting LA5/A/Module3/Narrators LA5/A/Module3/Points of View LA5/A/Module4/Forms of Narrative LA5/A/Module2/Conflict		O.1 Put the sentences in order O.1 Put the sentences in order O.3 Choose the best transition E.1 Sort sensory details E.2 Identify sensory details S.2 Revise the sentence using a stronger verb S.3 Add imagery to stories DD.1 Describe the difference between related words DD.2 Positive and negative connotation H.1 Use actions and dialogue to understand characters S.1 Show character emotions and traits S.3 Add imagery to stories
CC.1.4.5.Q	Write with an awareness of styles. <ul style="list-style-type: none"> • Use sentences of varying length. • Expand combine and reduce sentences for meaning reader/listener interest and style. 	LA5/A/Module5/Elements of Drama LA5/A/Module1/Standard English LA5/A/Module1/Reading Process LA5/A/Module1/Writing Process		O.3 Choose the best transition T.1 Create varied sentences based on models GG.10 Create compound sentences OO.3 Use the correct pair of correlative conjunctions OO.4 Fill in the missing correlative conjunction C.2 Which sentence is more formal?

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	LA5/A/Module3/Points of View LA5/A/Module5/Comparing Literature LA5/A/Module2/Characterization LA5/B/Module1/Reading Information LA5/B/Module1/Finding Answers LA5/A/Module5/Commas for Transition LA5/B/Module4/ Finding an Angle LA5/A/Module3/Points of View LA5/A/Module5/Comparing Literature LA5/A/Module3/Introducing Commas LA5/A/Module5/Commas for Transition LA5/A/Module2/Setting		QQ.1 Commas with a series QQ.3 Commas with direct addresses QQ.3 Commas with direct addresses U.1 Use the correct frequently confused word U.2 Correct errors with frequently confused words V.11 Word pattern analogies V.12 Word pattern sentences AA.1 Homophones with pictures AA.2 Use the correct homophone FF.4 Use guide words HH.3 Form plurals of nouns ending in f fe o and y HH.4 Form and use plurals of nouns ending in f fe o and y HH.5 Form plurals: review HH.6 Form and use plurals: review HH.8 Form the singular or plural possessive HH.9 Identify and correct errors with plural and possessive nouns LL.2 Form and use the regular past tense LL.3 Form and use the irregular past tense MM.8 Spell adjectives that compare PP.1 Pronoun-verb contractions PP.2 Contractions with "not" SS.2 Formatting and capitalizing titles
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and informational texts.	LA5/B/Module1/Main Ideas LA5/B/Module2/Related Concepts LA5/B/Module2/Scientific Words LA5/B/Module2/Historical Words LA5/B/Module1/Main Ideas LA5/B/Module2/Related Concepts LA5/B/Module2/Scientific Words LA5/B/Module2/Historical Words		D.2 Compare and contrast in informational texts G.2 Compare information from two texts N.1 Read and understand informational passages R.5 Identify supporting details in informational texts H.1 Use actions and dialogue to understand characters H.2 Compare and contrast characters M.1 Analyze short stories R.4 Identify supporting details in literary texts

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.T	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach.	LA5/A/Module1/introduction LA5/A/Module1/Process LA5/A/Module4/Genre LA5/A/Module6/Narrative Poetry LA5/B/Module5/Peer Review LA5/B/Module5/Revise and Revisit		O.1 Put the sentences in order O.3 Choose the best transition O.5 Organize information by main idea O.6 Remove the sentence that does not belong S.2 Revise the sentence using a stronger verb U.2 Correct errors with frequently confused words U.3 Correct errors with signs GG.4 Is it a complete sentence or a fragment? GG.5 Is it a complete sentence or a run-on? GG.6 Is it a complete sentence a fragment or a run-on? HH.9 Identify and correct errors with plural and possessive nouns LL.5 Correct inappropriate shifts in verb tense QQ.6 Commas: review RR.1 Correct capitalization errors SS.4 Punctuating dialogue
CC.1.4.5.U	With some guidance and support use technology including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	LA5/A/Module4/Genre LA5/A/Module6/Lyric Poetry LA5/B/Module5/Proof and Edit LA5/B/Module6/Get Heard		
CC.1.4.5.V	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	LA5/B/Module3/Generating Research Questions LA5/B/Module3/Finding Sources LA5/B/Module3/Reference Materials LA5/B/Module3/Summarizing		
CC.1.4.5.W	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	LA5/B/Module3/Generating Research Questions LA5/B/Module3/Finding Sources LA5/B/Module3/Reference Materials LA5/B/Module3/Summarizing		A.2 Determine the main idea of a passage R.4 Identify supporting details in literary texts R.5 Identify supporting details in informational texts

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.4.5.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	LA5/A/Module1/Introduction LA5/A/Module3/Theme		
CC.1.5.5.A	Engage effectively in a range of collaborative discussions on grade-level topics and texts building on others' ideas and expressing their own clearly.	LA5/A/Module2/Conflict LA5/A/Module2/Collaborative Discussions LA5/A/Module4/Multi media LA5/B/Module6/Get Heard LA5/A/Module2/Setting LA5/A/Module2/Conflict LA5/A/Module2/Collaborative Discussions LA5/A/Module2/Preparing for Discussion LA5/A/Module4/Building Ideas		
CC.1.5.5.B	Summarize the main points of written text read aloud or information presented in diverse media and formats including visually quantitatively and orally.	LA5/A/Module4/Media		
CC.1.5.5.C	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	LA5/B/Module6/Make it Zing		

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.5.5.D	Report on a topic or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly with adequate volume appropriate pacing and clear pronunciation.	LA5/B/Module6/Speaking Up		
CC.1.5.5.E	Adapt speech to a variety of contexts and tasks using formal English when appropriate to task and situation.	LA5/B/Module6/Speaking Up LA5/B/MOdule6/Make it Zing		
CC.1.5.5.F	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			

5th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.1.5.5.G	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	LA5/B/Module3/Analyzing History LA5/B/Module6/Get Heard LA5/B/Module1/Analyzing Claims LA5/B/Module 2/Using Conjunctions LA5B/Module 2/Prepositions LA5/B/Module6/Get Heard LA5B/Module6/Interjections LA5/A/Module2/Conflict LA5/A/Module6/Narrative Poetry LA5/A/Module1/Processes LA5/B/Module3/Summarizing Sources LA5/B/Module5/Proof and Edit		O.2 Use coordinating conjunctions GG.8 Is the sentence simple or compound? GG.9 Is the sentence simple compound or complex? GG.10 Create compound sentences NN.1 Identify prepositions NN.2 Identify prepositions and their objects NN.3 Identify prepositional phrases OO.1 Identify coordinating conjunctions OO.2 Identify subordinating conjunctions OO.3 Use the correct pair of correlative conjunctions OO.4 Fill in the missing correlative conjunction LL.5 Correct inappropriate shifts in verb tense JJ.2 What does the modal verb show? JJ.3 Use the correct modal verb LL.2 Form and use the regular past tense LL.3 Form and use the irregular past tense LL.4 Form and use the simple past present and future tense LL.6 Use the progressive verb tenses LL.9 Use the perfect verb tenses OO.3 Use the correct pair of correlative conjunctions OO.4 Fill in the missing correlative conjunction LL.8 Choose between the past tense and past participle LL.9 Use the perfect verb tenses LL.10 Form the perfect verb tenses

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.A	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ENG061 - 6th Grade Language Arts 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 003 Amazing Journey: Get the Idea: Reading Skill - Understanding Reading Comprehension Skills 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 015 Amazing Journey: Tried and True: Reading Skill - Inferences 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 023 We've Only Just Begun: A Matter of Opinion: Discussion Board 025 We've Only Just Begun: That Figures: Reading Skill - Figurative Meaning 029 We've Only Just Begun: Look It Up: Reading Skill - Connotative and Denotative Meaning 03	Summarizing: Informational Text Determining Central Idea of Informational Text Identifying the Central Idea	A.1 Determine the main idea D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions G.1 Read and understand informational passages G.3 Trace an argument H.1 Compare information from two texts K.1 Distinguish facts from opinions K.3 Identify supporting details in informational texts	Yes

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues ENG062 - 6th Grade Language Arts 002 Ease On Down the Road: Who's It All About?: Reading Skill - Describing Characters 003 Ease On Down the Road: Who's It All About?: Discussion Board 005 Ease On Down the Road: What's It All About?: Reading Skill - Describing a Story's Plot and Settings 007 Ease On Down the Road: What About Their Character?: Reading Skill - Understanding Character Actions Responses and Changes 010 Ease On Down the Road: What's the Big Idea?: Reading Skill - Figuring Out Central Idea and Theme 011 Ease On Down the Road: Looking Back at Story Elements: Discussion Board 013 We're Off to See the Wizard: What's Their Point of View?: Reading Skill - Figuring Out the Point of View and Perspective 016 We're Off to See the Wizard: What's Their Point of View?	Summarizing Informational Text Citing Evidence: Informational Text Making Inferences from Informational Text Supporting Inferences: Informational Text Determining Central Idea of Informational Text Analyzing the Development of Central Ideas in Informational Text Summarizing Informational Text Citing Evidence: Informational Text Making Inferences from Informational Text Supporting Inferences: Informational Text Determining Central Idea of Informational Text Analyzing the Development of Central Ideas in Informational Text	A.1 Determine the main idea G.1 Read and understand informational passages G.3 Trace an argument V.5 Determine the meaning of domain-specific words with pictures D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions G.3 Trace an argument H.1 Compare information from two texts K.3 Identify supporting details in informational texts	Yes

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.C	Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text.	Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text. ENG061 - 6th Grade Language Arts 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 003 Amazing Journey: Get the Idea: Reading Skill - Understanding Reading Comprehension Skills 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 015 Amazing Journey: Tried and True: Reading Skill - Inferences 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 025 We've Only Just Begun: That Figures: Reading Skill - Figurative Meaning 029 We've Only Just Begun: Look It Up: Reading Skill - Connotative and Denotative Meaning 034 We've Only Just Begun: Getting Technical: Reading Skill - Technical Meaning 041 Middle of the Road: The Weight of Word	Analyzing Development of Events Analyzing How a Key Individual Event or Idea Is Developed in Informational Text Analyzing Development of Individuals Analyzing Individuals Ideas or Events in Informational Texts	D.1 Compare and contrast D.3 Match problems with their solutions D.4 Identify text structures G.1 Read and understand informational passages G.3 Trace an argument K.3 Identify supporting details in informational texts	Yes

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ENG061 - 6th Grade Language Arts 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 067 My Own Strange Path: Making Your Argument: Reading Skill - Evaluating Claims and Arguments 071 My Own Strange Path: Serving a Purpose: Reading Skill - Author's Purpose 076 My Own Strange Path: Keeping It in Perspective: Reading Skill - Author's Perspective 083 Long Walk Home: Fitting Formats: Reading Skill - Types of Informational Formats 092 Long Walk Home: Events of Our Lifetimes: Reading Skill - Genres and Important Events 096 Long Walk Home: Presentation Is Key: Language Skill - Vocabulary 104 End of the Line: Reviewing the Course Part 3: Discussion Board	Determining Point of View and Purpose in Informational Text Determining Author's Point of View	C.3 Identify author's purpose G.3 Trace an argument H.1 Compare information from two texts	Yes
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs chapters or sections.	Analyze the author's structure through the use of paragraphs chapters or sections. ENG061 - 6th Grade Language Arts 041 Middle of the Road: The Weight of Words: Reading Skill - Structural Elements 046 Middle of the Road: A New Chapter: Reading Skill - Developing Ideas through Structural Elements 050 Middle of the Road: Getting Organized: Reading Skill - Organizational Structure 055 Middle of the Road: One Thing Leads to Another: Reading Skill - Developing Ideas through Organizational Structure 083 Long Walk Home: Fitting Formats: Reading Skill - Types of Informational Formats 096 Long Walk Home: Presentation Is Key: Language Skill - Vocabulary	Analyzing How a Key Individual Event or Idea Is Developed in Informational Text* Analyzing How Components of Informational Text Fit Together	D.1 Compare and contrast D.2 Match causes and effects in informational texts D.4 Identify text structures G.3 Trace an argument J.2 Organize information by main idea	Yes

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative language in context.	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative language in context. ENG061 - 6th Grade Language Arts 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 015 Amazing Journey: Tried and True: Reading Skill - Inferences 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 025 We've Only Just Begun: That Figures: Reading Skill - Figurative Meaning 029 We've Only Just Begun: Look It Up: Reading Skill - Connotative and Denotative Meaning 034 We've Only Just Begun: Getting Technical: Reading Skill - Technical Meaning 041 Middle of the Road: The Weight of Words: Reading Skill - Structural Elements 046	Determining Word Meaning Using Context Clues Identifying Word Meaning	E.3 Interpret the meaning of an allusion from its source E.4 Interpret figures of speech G.2 Vocabulary review: Read and understand informational passages R.2 Which definition matches the sentence? R.3 Which sentence matches the definition? S.1 Determine the meaning of idioms from context: set 1 S.3 Determine the meaning of idioms from context: set 2 T.2 Positive and negative connotation V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word V.5 Determine the meaning of domain-specific words with pictures	Yes

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.G	Integrate information presented in different media or formats (e.g. visually quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>Integrate information presented in different media or formats (e.g. visually quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>003 Amazing Journey: Get the Idea: Reading Skill - Understanding Reading Comprehension Skills</p> <p>077 My Own Strange Path: Keeping It in Perspective: Writing Skill - Building Evidence</p> <p>078 My Own Strange Path: Keeping It in Perspective: Writing Activity - Building Evidence</p> <p>All nonfiction reading selections in this course align to this standard:</p> <p>ENG062 - 6th Grade Language Arts</p> <p>All nonfiction reading selections in this course align to this standard:</p> <p>ENG071 - Language Arts 7A</p> <p>All nonfiction reading selections in this course align to this standard</p>	Using Information from Different Media Sources to Investigate a Topic Comparing and Contrasting Information in Print to a Multimedia Presentation*	I.2 Read graphic organizers	Yes
CC.1.2.6.H	Evaluate an author's argument by examining claims and determining if they are supported by evidence.	<p>Evaluate an author's argument by examining claims and determining if they are supported by evidence.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills</p> <p>062 My Own Strange Path: Staking a Claim: Reading Skill - Claims and Arguments</p> <p>067 My Own Strange Path: Making Your Argument: Reading Skill - Evaluating Claims and Arguments</p>			
CC.1.2.6.I	Examine how two authors present similar information in different types of text.	<p>Examine how two authors present similar information in different types of text.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills</p> <p>096 Long Walk Home: Presentation Is Key: Language Skill - Vocabulary</p>			

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 006 Amazing Journey: Keys to Success: Language Skill - Vocabulary 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 010 Amazing Journey: Much in Evidence: Language Skill - Greek/Latin Roots and Affixes 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 014 Amazing Journey: Tried and True: Language Skill - Vocabulary 015 Amazing Journey: Tried and True: Reading Skill - Inferences 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 019 We've Only Just Begun: A Matter of Opinion			

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 015 Amazing Journey: Tried and True: Reading Skill - Inferences 019 We've Only Just Begun: A Matter of Opinion: Language Skill - Correct Spelling 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 025 We've Only Just Begun: That Figures: Reading Skill - Figurative Meaning 029 We've Only Just Begun: Look It Up: Reading Skill - Connotative and Denotative Mean			
CC.1.2.6.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently. ENG061 - 6th Grade Language Arts 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events All nonfiction reading selections in this course align to this standard: ENG062 - 6th Grade Language Arts All nonfiction reading selections in this course align to this standard: ENG071 - Language Arts 7A All nonfiction reading selections in this course align to this standard			

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.6.A	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ENG062 - 6th Grade Language Arts 002 Ease On Down the Road: Who's It All About?: Reading Skill - Describing Characters 005 Ease On Down the Road: What's It All About?: Reading Skill - Describing a Story's Plot and Settings 007 Ease On Down the Road: What About Their Character?: Reading Skill - Understanding Character Actions Responses and Changes 010 Ease On Down the Road: What's the Big Idea?: Reading Skill - Figuring Out Central Idea and Theme 013 We're Off to See the Wizard: What's Their Point of View?: Reading Skill - Figuring Out the Point of View and Perspective 018 We're Off to See the Wizard: How the Structure Helps Tell the Story: Reading Skill - Looking Into Story Structure 022 We're Off to See the Wizard: Digging Deep into a Story: Reading Skill - Identifying Explicit and Implicit Information 027 We're Off to See the Wizard	Supporting Inferences: Literary Text Citing Evidence: Literary Text Summarizing Literature Analyzing Character Development in Literature Analyzing Plot Development Supporting Inferences: Literary Text Citing Evidence: Literary Text Summarizing Literature Analyzing Character Development in Literature Analyzing Plot Development	B.1 Match the quotations with their themes B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres K.4 Identify supporting details in literary texts B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues</p> <p>ENG062 - 6th Grade Language Arts 002 Ease On Down the Road: Who's It All About?: Reading Skill - Describing Characters 003 Ease On Down the Road: Who's It All About?: Discussion Board 005 Ease On Down the Road: What's It All About?: Reading Skill - Describing a Story's Plot and Settings 007 Ease On Down the Road: What About Their Character?: Reading Skill - Understanding Character Actions Responses and Changes 010 Ease On Down the Road: What's the Big Idea?: Reading Skill - Figuring Out Central Idea and Theme 011 Ease On Down the Road: Looking Back at Story Elements: Discussion Board 013 We're Off to See the Wizard: What's Their Point of View?: Reading Skill - Figuring Out the Point of View and Perspective 016 We're Off to See the Wizard: What's Their Point of View?</p>	<p>Analyzing Character Development Summarizing Literature Analyzing Character Development in Literature Analyzing Plot Development</p>		

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.6.C	Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ENG062 - 6th Grade Language Arts 002 Ease On Down the Road: Who's It All About?: Reading Skill - Describing Characters 005 Ease On Down the Road: What's It All About?: Reading Skill - Describing a Story's Plot and Settings 007 Ease On Down the Road: What About Their Character?: Reading Skill - Understanding Character Actions Responses and Changes 010 Ease On Down the Road: What's the Big Idea?: Reading Skill - Figuring Out Central Idea and Theme 011 Ease On Down the Road: Looking Back at Story Elements: Discussion Board 013 We're Off to See the Wizard: What's Their Point of View?: Reading Skill - Figuring Out the Point of View and Perspective 018 We're Off to See the Wizard: How the Structure Helps Tell the Story: Reading Skill - Looking Into Story Structure 022 We're Off to See the Wizard: Digging Deep into a Story: Reading Skill	Summarizing Literature Summarizing: Literary Text Identifying Theme in Literature Identifying the Theme	B.1 Match the quotations with their themes B.2 Determine the themes of short stories F.1 Analyze short stories	

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CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in a text.	<p>Determine an author's purpose in a text and explain how it is conveyed in a text.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details</p> <p>008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills</p> <p>020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries</p> <p>067 My Own Strange Path: Making Your Argument: Reading Skill - Evaluating Claims and Arguments</p> <p>071 My Own Strange Path: Serving a Purpose: Reading Skill - Author's Purpose</p> <p>076 My Own Strange Path: Keeping It in Perspective: Reading Skill - Author's Perspective</p> <p>083 Long Walk Home: Fitting Formats: Reading Skill - Types of Informational Formats</p> <p>092 Long Walk Home: Events of Our Lifetimes: Reading Skill - Genres and Important Events</p> <p>096 Long Walk Home: Presentation Is Key: Language Skill - Vocabulary</p> <p>104 End of the Line: Reviewing the Course Part 3: Discussion Board</p>	<p>Exploring Point of View in Literature Exploring Narrative Point of View</p>	E.2 Identify the narrative point of view	

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CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme setting and plot.	Analyze how the structure of a text contributes to the development of theme setting and plot. ENG062 - 6th Grade Language Arts 018 We're Off to See the Wizard: How the Structure Helps Tell the Story: Reading Skill - Looking Into Story Structure 056 Believe in Yourself: What Makes a Poem?: Writing Skill - Elements of Poetry 057 Believe in Yourself: What Makes a Poem?: Writing Activity - Poetry Writing Project: Identifying Elements of Poetry 060 Believe in Yourself: What Are Some Different Types of Literature?: Reading Skill - Looking at Different Forms and Genres of Literature 061 Believe in Yourself: What Are Some Different Types of Literature?: Writing Skill - Types of Poetry 062 Believe in Yourself: What Are Some Different Types of Literature?: Writing Activity "Poetry Writing Project: Identifying Characteristics of Poems 065 Believe in Yourself: What Is the Speaker Thinking?: Writing Skill - Read Poetry 072 Believe in Yourself: Moving Forward with Poetry: Writing Skill - Writing Poetry	Analyzing the Structure and Elements of Poetry Analyzing Poetry Structure Analyzing Different Structures of Poetry Analyzing the Structure of Drama Analyzing Plot Development Identifying Theme in Literature* Summarizing Literature* Analyzing Character Development in Literature* Analyzing Play Structure	B.1 Match the quotations with their themes	

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CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative language in context.	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative language in context. ENG061 - 6th Grade Language Arts 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 015 Amazing Journey: Tried and True: Reading Skill - Inferences 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 025 We've Only Just Begun: That Figures: Reading Skill - Figurative Meaning 029 We've Only Just Begun: Look It Up: Reading Skill - Connotative and Denotative Meaning 034 We've Only Just Begun: Getting Technical: Reading Skill - Technical Meaning 041 Middle of the Road: The Weight of Words: Reading Skill - Structural Elements 046	Analyzing Word Choice Determining Word Meaning Using Context Clues Analyzing the Impact of Word Choice on Tone and Meaning in Literature Exploring Figurative Language Examining Figurative Language in Literature	E.3 Interpret the meaning of an allusion from its source E.4 Interpret figures of speech E.6 Analyze the effects of figures of speech on meaning and tone R.2 Which definition matches the sentence? R.3 Which sentence matches the definition? S.1 Determine the meaning of idioms from context: set 1 S.3 Determine the meaning of idioms from context: set 2 V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word	
CC.1.3.6.G	Compare and contrast the experiences of reading a story drama or poem to listening to or viewing an audio video or live version of the text including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	Compare and contrast the experiences of reading a story drama or poem to listening to or viewing an audio video or live version of the text including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. ENG062 - 6th Grade Language Arts 076 Over the Rainbow: What Is the Same and What Is Different?: Reading Skill "Comparing and Contrasting Poems 079 Over the Rainbow: What Is the Same and What Is Different?: Discussion Board 081 Over the Rainbow: Now What's the Same and Different?: Reading Skill "Comparing and Contrasting Stories and Poems 090 Over the Rainbow: Which Version Is Best?: Reading Skill "Comparing a Recorded Version to the Text	Comparing and Contrasting Literature in Print to Multimedia Versions Comparing and Contrasting Literature to Multimedia Productions		

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CC.1.3.6.H	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. ENG062 - 6th Grade Language Arts 076 Over the Rainbow: What Is the Same and What Is Different?: Reading Skill “Comparing and Contrasting Poems 079 Over the Rainbow: What Is the Same and What Is Different?: Discussion Board 081 Over the Rainbow: Now What's the Same and Different?: Reading Skill Comparing and Contrasting Stories and Poems	Comparing and Contrasting Literary Texts Comparing and Contrasting an Autobiography to a Biography Comparing Stories and Poems Comparing and Contrasting Story Genres	B.2 Determine the themes of short stories H.2 Compare two texts with different genres	
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 015 Amazing Journey: Tried and True: Reading Skill - Inferences 019 We've Only Just Begun: A Matter of Opinion: Language Skill - Correct Spelling 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 025 We've Only Just Begun: That Figures: Reading Skill - Figurative Meaning 029 We've Only Just Begun: Look It Up: Reading Skill - Connotative and Denotative Mean	Using Print and Digital Reference Guides to Determine Word Meanings Determining Word Meaning Using Context Clues Determining Word Meaning Using Greek and Latin Roots and Affixes Using Print and Digital Reference Guides to Determine Word Meanings Determining Word Meaning Using Context Clues	O.1 Words with pre- O.2 Words with re- O.3 Words with sub- O.5 Words with un- dis- in- im- and non- O.6 Words with -ful O.7 Words with -less O.8 Words with -able and -ible P.1 Use Greek and Latin roots as clues to the meanings of words P.2 Use the meanings of words as clues to the meanings of Greek and Latin roots P.3 Use words as clues to the meanings of Greek and Latin roots P.4 Determine the meanings of Greek and Latin roots P.5 Determine the meanings of words with Greek and Latin roots E.3 Interpret the meaning of an allusion from its source E.4 Interpret figures of speech G.2 Vocabulary review: Read and understand informational passages Q.2 Find synonyms in context Q.4 Find antonyms in context R.2 Which definition matches the sentence? R.3 Which sentence matches the definition? S.1 Determine the meaning of idioms from context: set 1 S.3 Determine the meaning of idioms from context: set 2 V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning	

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CC.1.3.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 006 Amazing Journey: Keys to Success: Language Skill - Vocabulary 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 010 Amazing Journey: Much in Evidence: Language Skill - Greek/Latin Roots and Affixes 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 014 Amazing Journey: Tried and True: Language Skill - Vocabulary 015 Amazing Journey: Tried and True: Reading Skill - Inferences 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 019 We've Only Just Begun	Understanding the Relationship Between Words Analyzing the Impact of Word Choice on Tone and Meaning in Literature Determining Word Meaning Using Context Clues	G.2 Vocabulary review: Read and understand informational passages J.3 Transitions with conjunctive adverbs O.1 Words with pre- O.2 Words with re- O.3 Words with sub- O.4 Words with mis- O.5 Words with un- dis- in- im- and non- O.6 Words with -ful O.7 Words with -less O.8 Words with -able and -ible P.1 Use Greek and Latin roots as clues to the meanings of words P.2 Use the meanings of words as clues to the meanings of Greek and Latin roots P.3 Use words as clues to the meanings of Greek and Latin roots P.4 Determine the meanings of Greek and Latin roots P.5 Determine the meanings of words with Greek and Latin roots T.2 Positive and negative connotation V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word V.5 Determine the meaning of domain-specific words with pictures	
CC.1.3.6.K	Read and comprehend literary fiction on grade level reading independently and proficiently.			B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres	

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.A	Write informative/ explanatory texts to examine a topic and convey ideas concepts and information clearly.	<p>Write informative/explanatory texts to examine a topic and convey ideas concepts and information clearly.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>004 Amazing Journey: Get the Idea: Writing Skill - Research Methods</p> <p>009 Amazing Journey: Keys to Success: Writing Skill - Information Sources</p> <p>012 Amazing Journey: Much in Evidence: Writing Skill - Credible Sources</p> <p>016 Amazing Journey: Tried and True: Writing Skill - Quoting and Paraphrasing Data</p> <p>017 Amazing Journey: Unit 1 Exam Prep: Writing Skill - Citing Information</p> <p>021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question</p> <p>022 We've Only Just Begun: A Matter of Opinion: Writing Activity - Picking a Topic and Creating a Research Question</p> <p>026 We've Only Just Begun: That Figures: Writing Skill - Finding Information</p> <p>027 We've Only Just Begun: That Figures: Writing Activity - Finding Information</p> <p>030 We've Only Just Begun: Look It Up: Writing Skill - Using Graphics and Multimedia</p> <p>031 We've Only Just Begun: Look It Up</p>		<p>K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea</p>	

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CC.1.4.6.B	Identify and introduce the topic for the intended audience.	Identify and introduce the topic for the intended audience. ENG061 - 6th Grade Language Arts 042 Middle of the Road: The Weight of Words: Writing Skill - Writing an Introduction 043 Middle of the Road: The Weight of Words: Writing Activity - Writing an Introduction 047 Middle of the Road: A New Chapter: Writing Skill - Writing Body Paragraphs 048 Middle of the Road: A New Chapter: Writing Activity - Writing Body Paragraphs 051 Middle of the Road: Getting Organized: Writing Skill - Writing a Conclusion 052 Middle of the Road: Getting Organized: Writing Activity - Writing a Conclusion 059 Middle of the Road: Unit 3 Exam Prep: Writing Activity - Editing and Proofreading		K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea	

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CC.1.4.6.C	Develop and analyze the topic with relevant facts definitions concrete details quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Develop and analyze the topic with relevant facts definitions concrete details quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension. ENG061 - 6th Grade Language Arts 016 Amazing Journey: Tried and True: Writing Skill - Quoting and Paraphrasing Data 017 Amazing Journey: Unit 1 Exam Prep: Writing Skill - Citing Information 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question 022 We've Only Just Begun: A Matter of Opinion: Writing Activity - Picking a Topic and Creating a Research Question 026 We've Only Just Begun: That Figures: Writing Skill - Finding Information 027 We've Only Just Begun: That Figures: Writing Activity - Finding Information 030 We've Only Just Begun: Look It Up: Writing Skill - Using Graphics and Multimedia 031 We've Only Just Begun: Look It Up: Writing Activity - Using Graphics and Multimedia 032 We've Only Just B		K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea	

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.D	Organize ideas concepts and information using strategies such as definition classification comparison/contrast and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Organize ideas concepts and information using strategies such as definition classification comparison/contrast and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. ENG061 - 6th Grade Language Arts 047 Middle of the Road: A New Chapter: Writing Skill - Writing Body Paragraphs 048 Middle of the Road: A New Chapter: Writing Activity - Writing Body Paragraphs 051 Middle of the Road: Getting Organized: Writing Skill - Writing a Conclusion 052 Middle of the Road: Getting Organized: Writing Activity - Writing a Conclusion 059 Middle of the Road: Unit 3 Exam Prep: Writing Activity - Editing and Proofreading		K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea	
CC.1.4.6.E	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style			K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea	

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 005 Amazing Journey: Get the Idea: Discussion Board 006 Amazing Journey: Keys to Success: Language Skill - Vocabulary 010 Amazing Journey: Much in Evidence: Language Skill - Greek/Latin Roots and Affixes 013 Amazing Journey: Much in Evidence: Discussion Board 014 Amazing Journey: Tried and True: Language Skill - Vocabulary 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 019 We've Only Just Begun: A Matter of Opinion: Language Skill - Correct Spelling 023 We've Only Just Begun: A Matter of Opinion: Discussion Board 024 We've Only Just Begun: That Figures: Language Skill - Vocabulary 028 We've Only Just Begun: Look It Up: Language Skill - Reference Sources/Materials 032 We've Only Just Begun: Look It Up: Discussion Board 033 We've Only Just Begun: Getting Technical		M.3 Correct errors with signs M.4 Correct errors in everyday use JJ.1 Commas with series dates and places JJ.2 Commas with compound and complex sentences JJ.3 Commas with direct addresses introductory words interjections and interrupters JJ.4 Commas with coordinate adjectives JJ.5 Commas: review KK.1 Correct capitalization errors KK.2 Capitalizing titles LL.1 Formatting titles LL.2 Formatting and capitalizing titles: review LL.3 Formatting street addresses LL.4 Formatting quotations and dialogue JJ.6 What does the punctuation suggest? JJ.7 Commas with nonrestrictive elements JJ.8 Use dashes M.1 Use the correct frequently confused word M.2 Correct errors with frequently confused words R.1 Use the correct homophone Y.2 Form plurals of nouns ending in f fe o and y Y.4 Form plurals: review Y.5 Form and use plurals: review Y.7 Form the singular or plural possessive Y.8 Identify and correct errors with plural and possessive nouns DD.1 Irregular past tense: review EE.7 Form and use comparative and superlative	

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.G	Write arguments to support claims.	<p>Write arguments to support claims. ENG061 - 6th Grade Language Arts 063 My Own Strange Path: Staking a Claim: Writing Skill - Brainstorming Ideas 064 My Own Strange Path: Staking a Claim: Writing Activity - Brainstorming Ideas 068 My Own Strange Path: Making Your Argument: Writing Skill - Building a Claim 069 My Own Strange Path: Making Your Argument: Writing Activity - Building a Claim 072 My Own Strange Path: Serving a Purpose: Writing Skill - Building Sound Reasoning 073 My Own Strange Path: Serving a Purpose: Writing Activity - Building Sound Reasoning 074 My Own Strange Path: Serving a Purpose: Discussion Board 077 My Own Strange Path: Keeping It in Perspective: Writing Skill - Building Evidence 078 My Own Strange Path: Keeping It in Perspective: Writing Activity - Building Evidence 079 My Own Strange Path: Unit 4 Exam Prep: Writing Skill - Creating an Outline 080 My Own Strange Path: Unit 4 Exam Prep: Writing Activity - Writing an Outline 084 Long Walk Home: Fitting Formats: Writing Skill</p>		<p>C.1 Which sentence is more formal? K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies C.3 Identify author's purpose J.2 Organize information by main idea K.1 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs HH.2 Identify coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions</p>	

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.H	Introduce and state an opinion on a topic.	Introduce and state an opinion on a topic. ENG061 - 6th Grade Language Arts 063 My Own Strange Path: Staking a Claim: Writing Skill - Brainstorming Ideas 064 My Own Strange Path: Staking a Claim: Writing Activity - Brainstorming Ideas 068 My Own Strange Path: Making Your Argument: Writing Skill - Building a Claim 069 My Own Strange Path: Making Your Argument: Writing Activity - Building a Claim 072 My Own Strange Path: Serving a Purpose: Writing Skill - Building Sound Reasoning 073 My Own Strange Path: Serving a Purpose: Writing Activity - Building Sound Reasoning 074 My Own Strange Path: Serving a Purpose: Discussion Board 077 My Own Strange Path: Keeping It in Perspective: Writing Skill - Building Evidence 078 My Own Strange Path: Keeping It in Perspective: Writing Activity - Building Evidence 079 My Own Strange Path: Unit 4 Exam Prep: Writing Skill - Creating an Outline 080 My Own Strange Path: Unit 4 Exam Prep: Writing Activity - Writing an Outline 084 Long Walk Home: Fitting Formats: Writing Skill		C.1 Which sentence is more formal? K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies C.3 Identify author's purpose J.2 Organize information by main idea K.1 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs HH.2 Identify coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions	

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims using credible sources and demonstrating an understanding of the topic.	Use clear reasons and relevant evidence to support claims using credible sources and demonstrating an understanding of the topic. ENG061 - 6th Grade Language Arts 063 My Own Strange Path: Staking a Claim: Writing Skill - Brainstorming Ideas 064 My Own Strange Path: Staking a Claim: Writing Activity - Brainstorming Ideas 068 My Own Strange Path: Making Your Argument: Writing Skill - Building a Claim 069 My Own Strange Path: Making Your Argument: Writing Activity - Building a Claim 072 My Own Strange Path: Serving a Purpose: Writing Skill - Building Sound Reasoning 073 My Own Strange Path: Serving a Purpose: Writing Activity - Building Sound Reasoning 074 My Own Strange Path: Serving a Purpose: Discussion Board 077 My Own Strange Path: Keeping It in Perspective: Writing Skill - Building Evidence 078 My Own Strange Path: Keeping It in Perspective: Writing Activity - Building Evidence 079 My Own Strange Path: Unit 4 Exam Prep: Writing Skill - Creating an Outline 080 My Own Strange Path: Unit 4 Exam Prep: Writing		C.1 Which sentence is more formal? K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies C.3 Identify author's purpose J.2 Organize information by main idea K.1 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs HH.2 Identify coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions	
CC.1.4.6.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words phrases and clauses; provide a concluding statement or section that follows from the argument presented.	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words phrases and clauses; provide a concluding statement or section that follows from the argument presented. ENG061 - 6th Grade Language Arts 074 My Own Strange Path: Serving a Purpose: Discussion Board 093 Long Walk Home: Events of Our Lifetimes: Writing Skill - Writing a Conclusion 094 Long Walk Home: Events of Our Lifetimes: Writing Activity - Writing a Conclusion 101 Long Walk Home: Unit 5 Exam Prep: Writing Activity - Editing and Proofreading		C.1 Which sentence is more formal? K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies C.3 Identify author's purpose J.2 Organize information by main idea K.1 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs HH.2 Identify coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions	

6th Grade Language Arts Alignment

PA Core						
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela	
CC.1.4.6.K	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.			K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea		

6th Grade Language Arts Alignment

PA Core						
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela	
CC.1.4.6.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 005 Amazing Journey: Get the Idea: Discussion Board 006 Amazing Journey: Keys to Success: Language Skill - Vocabulary 010 Amazing Journey: Much in Evidence: Language Skill - Greek/Latin Roots and Affixes 013 Amazing Journey: Much in Evidence: Discussion Board 014 Amazing Journey: Tried and True: Language Skill - Vocabulary 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 019 We've Only Just Begun: A Matter of Opinion: Language Skill - Correct Spelling 023 We've Only Just Begun: A Matter of Opinion: Discussion Board 024 We've Only Just Begun: That Figures: Language Skill - Vocabulary 028 We've Only Just Begun: Look It Up: Language Skill - Reference Sources/Materials 032 We've Only Just Begun: Look It Up: Discussion Board 033 We've Only Just Begun: Getting Technical			M.3 Correct errors with signs M.4 Correct errors in everyday use JJ.1 Commas with series dates and places JJ.2 Commas with compound and complex sentences JJ.3 Commas with direct addresses introductory words interjections and interrupters JJ.4 Commas with coordinate adjectives JJ.5 Commas: review KK.1 Correct capitalization errors KK.2 Capitalizing titles LL.1 Formatting titles LL.2 Formatting and capitalizing titles: review LL.3 Formatting street addresses LL.4 Formatting quotations and dialogue JJ.6 What does the punctuation suggest? JJ.7 Commas with nonrestrictive elements JJ.8 Use dashes M.1 Use the correct frequently confused word M.2 Correct errors with frequently confused words R.1 Use the correct homophone Y.2 Form plurals of nouns ending in f fe o and y Y.4 Form plurals: review Y.5 Form and use plurals: review Y.7 Form the singular or plural possessive Y.8 Identify and correct errors with plural and possessive nouns DD.1 Irregular past tense: review EE.7 Form and use comparative and superlative	

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.M	Write narratives to develop real or imagined experiences or events.	<p>Write narratives to develop real or imagined experiences or events.</p> <p>ENG062 - 6th Grade Language Arts</p> <p>014 We're Off to See the Wizard: What's Their Point of View?: Writing Skill - Personal Narrative: Characteristics of a Narrative</p> <p>015 We're Off to See the Wizard: What's Their Point of View?: Writing Activity - Personal Narrative Writing Project: Knowing the Characteristics of a Narrative</p> <p>019 We're Off to See the Wizard: How the Structure Helps Tell the Story: Writing Skill - Personal Narrative: Plot Sequence and Pacing</p> <p>020 We're Off to See the Wizard: How the Structure Helps Tell the Story: Writing Activity - Personal Narrative Writing Project: Organizing Event Sequence and Pacing</p> <p>023 We're Off to See the Wizard: Digging Deep into a Story: Writing Skill - Personal Narrative: Character Development</p> <p>024 We're Off to See the Wizard: Digging Deep into a Story: Writing Activity - Personal Narrative Writing Project: Introducing and Developing Characters</p> <p>028 We're Off to See the Wizard</p>		C.2 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation E.1 Identify sensory details J.3 Transitions with conjunctive adverbs	
CC.1.4.6.N	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	<p>Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>ENG062 - 6th Grade Language Arts</p> <p>014 We're Off to See the Wizard: What's Their Point of View?: Writing Skill - Personal Narrative: Characteristics of a Narrative</p> <p>015 We're Off to See the Wizard: What's Their Point of View?: Writing Activity - Personal Narrative Writing Project: Knowing the Characteristics of a Narrative 019 We're Off to See the Wizard: How the Structure Helps Tell the Story: Writing Skill - Personal Narrative: Plot Sequence and Pacing</p> <p>020 We're Off to See the Wizard: How the Structure Helps Tell the Story: Writing Activity - Personal Narrative Writing Project: Organizing Event Sequence and Pacing</p> <p>023 We're Off to See the Wizard: Digging Deep into a Story: Writing Skill - Personal Narrative: Character Development</p> <p>024 We're Off to See the Wizard: Digging Deep into a Story: Writing Activity - Personal Narrative Writing Project: Introducing and Developing Characters</p> <p>028 We're Off to See the Wizard</p>		C.2 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation E.1 Identify sensory details J.3 Transitions with conjunctive adverbs	

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.O	Use narrative techniques such as dialogue description and pacing to develop experiences events and/or characters; use precise words and phrases relevant descriptive details and sensory language to convey experiences and events.	Use narrative techniques such as dialogue description and pacing to develop experiences events and/or characters; use precise words and phrases relevant descriptive details and sensory language to convey experiences and events. ENG061 - 6th Grade Language Arts 032 We've Only Just Begun: Look It Up: Discussion Board 053 Middle of the Road: Getting Organized: Discussion Board 095 Long Walk Home: Events of Our Lifetimes: Discussion Board ENG062 - 6th Grade Language Arts 030 We're Off to See the Wizard: Starting to Tell Your Story: Writing Skill - Personal Narrative: Write a Draft Part 1 031 We're Off to See the Wizard: Starting to Tell Your Story: Writing Activity - Personal Narrative Writing Project: Drafting Your Story Part 1 035 Can I Go On?: It's All About How You Retell It: Writing Skill - Personal Narrative: Write a Draft Part 2 036 Can I Go On?: It's All About How You Retell It: Writing Activity: Personal Narrative Writing Project: Drafting Your Story Part 2 037 Can I Go On?: It's All About How		C.2 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation E.1 Identify sensory details J.3 Transitions with conjunctive adverbs	

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.P	Organize an event sequence that unfolds naturally and logically using a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.	Organize an event sequence that unfolds naturally and logically using a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. ENG062 - 6th Grade Language Arts 014 We're Off to See the Wizard: What's Their Point of View?: Writing Skill - Personal Narrative: Characteristics of a Narrative 015 We're Off to See the Wizard: What's Their Point of View?: Writing Activity - Personal Narrative Writing Project: Knowing the Characteristics of a Narrative 019 We're Off to See the Wizard: How the Structure Helps Tell the Story: Writing Skill - Personal Narrative: Plot Sequence and Pacing 020 We're Off to See the Wizard: How the Structure Helps Tell the Story: Writing Activity - Personal Narrative Writing Project: Organizing Event Sequence and Pacing 023 We're Off to See the Wizard: Digging Deep into a Story: Writing Skill - Personal Narrative: Character Development 024		C.2 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation E.1 Identify sensory details J.3 Transitions with conjunctive adverbs	
CC.1.4.6.Q	Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning reader/listener interest and style. • Use precise language. • Develop and maintain a consistent voice.			K.1 Distinguish facts from opinions K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts K.5 Classify logical fallacies J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation V.5 Determine the meaning of domain-specific words with pictures J.3 Transitions with conjunctive adverbs HH.1 Use coordinating conjunctions HH.4 Use the correct pair of correlative conjunctions C.1 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea	

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG061 - 6th Grade Language Arts 001 Amazing Journey: Get the Idea: Language Skill - Context Clues 005 Amazing Journey: Get the Idea: Discussion Board 006 Amazing Journey: Keys to Success: Language Skill - Vocabulary 010 Amazing Journey: Much in Evidence: Language Skill - Greek/Latin Roots and Affixes 013 Amazing Journey: Much in Evidence: Discussion Board 014 Amazing Journey: Tried and True: Language Skill - Vocabulary 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 019 We've Only Just Begun: A Matter of Opinion: Language Skill - Correct Spelling 023 We've Only Just Begun: A Matter of Opinion: Discussion Board 024 We've Only Just Begun: That Figures: Language Skill - Vocabulary 028 We've Only Just Begun: Look It Up: Language Skill - Reference Sources/Materials 032 We've Only Just Begun: Look It Up: Discussion Board 033 We've Only Just Begun: Getting Technical		M.3 Correct errors with signs M.4 Correct errors in everyday use JJ.1 Commas with series dates and places JJ.2 Commas with compound and complex sentences JJ.3 Commas with direct addresses introductory words interjections and interrupters JJ.4 Commas with coordinate adjectives JJ.5 Commas: review KK.1 Correct capitalization errors KK.2 Capitalizing titles LL.1 Formatting titles LL.2 Formatting and capitalizing titles: review LL.3 Formatting street addresses LL.4 Formatting quotations and dialogue JJ.6 What does the punctuation suggest? JJ.7 Commas with nonrestrictive elements JJ.8 Use dashes M.1 Use the correct frequently confused word M.2 Correct errors with frequently confused words R.1 Use the correct homophone Y.2 Form plurals of nouns ending in f fe o and y Y.4 Form plurals: review Y.5 Form and use plurals: review Y.7 Form the singular or plural possessive Y.8 Identify and correct errors with plural and possessive nouns DD.1 Irregular past tense: review EE.7 Form and use comparative and superlative	

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction.	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction. ENG061 - 6th Grade Language Arts 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 015 Amazing Journey: Tried and True: Reading Skill - Inferences 016 Amazing Journey: Tried and True: Writing Skill - Quoting and Paraphrasing Data 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question 022 We've Only Just Begun: A Matter of Opinion: Writing Activity - Picking a Topic and Creating a Research Question 023 We've Only Just Begun: A Matter of Opinion: Discussion Board 026 We've Only Just Begun: That Figures: Writing Skill - Finding Information 027 We've Only Just Begun: That Figures: Writing Activity - Finding Information 030 We've Only Just Begun: Look It		D.1 Compare and contrast G.1 Read and understand informational passages G.3 Trace an argument H.1 Compare information from two texts K.3 Identify supporting details in informational texts B.2 Determine the themes of short stories C.2 Compare passages for tone F.1 Analyze short stories K.4 Identify supporting details in literary texts	

6th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.T	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach.	With guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach. ENG061 - 6th Grade Language Arts 004 Amazing Journey: Get the Idea: Writing Skill - Research Methods 009 Amazing Journey: Keys to Success: Writing Skill - Information Sources 012 Amazing Journey: Much in Evidence: Writing Skill - Credible Sources 016 Amazing Journey: Tried and True: Writing Skill - Quoting and Paraphrasing Data 017 Amazing Journey: Unit 1 Exam Prep: Writing Skill - Citing Information 021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question 022 We've Only Just Begun: A Matter of Opinion: Writing Activity - Picking a Topic and Creating a Research Question 026 We've Only Just Begun: That Figures: Writing Skill - Finding Information 027 We've Only Just Begun: That Figures: Writing Activity - Finding Information 030 We've Only Just Begun: Look It Up: Writing Skill - Using Graphics		J.2 Organize information by main idea M.2 Correct errors with frequently confused words M.3 Correct errors with signs M.4 Correct errors in everyday use M.5 Suggest appropriate revisions X.5 Is it a complete sentence or a fragment? X.6 Is it a complete sentence or a run-on? X.7 Is it a complete sentence a fragment or a run-on? Y.8 Identify and correct errors with plural and possessive nouns Z.3 Identify vague pronoun references Z.5 Correct inappropriate shifts in pronoun number and person DD.3 Correct inappropriate shifts in verb tense JJ.5 Commas: review JJ.7 Commas with nonrestrictive elements KK.1 Correct capitalization errors	

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.U	Use technology including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ENG061 - 6th Grade Language Arts 059 Middle of the Road: Unit 3 Exam Prep: Writing Activity - Editing and Proofreading 101 Long Walk Home: Unit 5 Exam Prep: Writing Activity - Editing and Proofreading ENG062 - 6th Grade Language Arts 030 We're Off to See the Wizard: Starting to Tell Your Story: Writing Skill - Personal Narrative: Write a Draft Part 1 031 We're Off to See the Wizard: Starting to Tell Your Story: Writing Activity - Personal Narrative Writing Project: Drafting Your Story Part 1 035 Can I Go On?: It's All About How You Retell It: Writing Skill - Personal Narrative: Write a Draft Part 2 036 Can I Go On?: It's All About How You Retell It: Writing Activity: Personal Narrative Writing Project: Drafting Your Story Part 2 040 Can I Go On?: It's All Figurative to Me			

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.V	Conduct short research projects to answer a question drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question drawing on several sources and refocusing the inquiry when appropriate. ENG061 - 6th Grade Language Arts 003 Amazing Journey: Get the Idea: Reading Skill - Understanding Reading Comprehension Skills 004 Amazing Journey: Get the Idea: Writing Skill - Research Methods 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 009 Amazing Journey: Keys to Success: Writing Skill - Information Sources 013 Amazing Journey: Much in Evidence: Discussion Board 021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question 022 We've Only Just Begun: A Matter of Opinion: Writing Activity - Picking a Topic and Creating a Research Question 026 We've Only Just Begun: That Figures: Writing Skill - Finding Information 027 We've Only Just Begun: That Figures: Writing Activity - Finding Information 030 We've Only Just Begun: Look It Up: Writing Skill - Using Graphics and Multimedia 031 We've Only Just Begun			

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.W	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>004 Amazing Journey: Get the Idea: Writing Skill - Research Methods</p> <p>008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills</p> <p>009 Amazing Journey: Keys to Success: Writing Skill - Information Sources</p> <p>012 Amazing Journey: Much in Evidence: Writing Skill - Credible Sources</p> <p>013 Amazing Journey: Much in Evidence: Discussion Board</p> <p>015 Amazing Journey: Tried and True: Reading Skill - Inferences</p> <p>016 Amazing Journey: Tried and True: Writing Skill - Quoting and Paraphrasing Data</p> <p>017 Amazing Journey: Unit 1 Exam Prep: Writing Skill - Citing Information</p> <p>021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question</p> <p>022 We've Only Just Begun: A Matter of Opinion</p>		A.1 Determine the main idea K.2 Choose evidence to support a claim K.3 Identify supporting details in informational texts K.4 Identify supporting details in literary texts N.1 Recognize the parts of a Works Cited entry (MLA 7th edition) N.2 Recognize the parts of a Works Cited entry (MLA 8th edition) N.3 Use in-text citations (MLA 7th–8th editions)	

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PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.6.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	<p>Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.</p> <p>ENG061 - 6th Grade Language Arts</p> <p>004 Amazing Journey: Get the Idea: Writing Skill - Research Methods</p> <p>009 Amazing Journey: Keys to Success: Writing Skill - Information Sources</p> <p>012 Amazing Journey: Much in Evidence: Writing Skill - Credible Sources</p> <p>016 Amazing Journey: Tried and True: Writing Skill - Quoting and Paraphrasing Data</p> <p>017 Amazing Journey: Unit 1 Exam Prep: Writing Skill - Citing Information</p> <p>018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 021 We've Only Just Begun: A Matter of Opinion: Writing Skill - Picking a Topic and Creating a Research Question</p> <p>022 We've Only Just Begun: A Matter of Opinion: Writing Activity - Picking a Topic and Creating a Research Question</p> <p>026 We've Only Just Begun: That Figures: Writing Skill - Finding Information</p> <p>027 We've Only Just Begun: That Figures</p>			

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.6.A	Engage effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly. ENG061 - 6th Grade Language Arts 002 Amazing Journey: Get the Idea: Reading Skill - Central Ideas and Key Details 003 Amazing Journey: Get the Idea: Reading Skill - Understanding Reading Comprehension Skills 005 Amazing Journey: Get the Idea: Discussion Board 007 Amazing Journey: Keys to Success: Reading Skill - Key Individuals Ideas and Events 008 Amazing Journey: Keys to Success: Reading Skill - Using Reading Response Skills 011 Amazing Journey: Much in Evidence: Reading Skill - Understanding Textual Evidence 013 Amazing Journey: Much in Evidence: Discussion Board 015 Amazing Journey: Tried and True: Reading Skill - Inferences 018 Amazing Journey: Unit 1 Exam Prep: Discussion Board 020 We've Only Just Begun: A Matter of Opinion: Reading Skill - Personal Opinions and Summaries 023 We've Only Just Begun: A Matter of Opinion: Discussion Board 025			
CC.1.5.6.B	Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.				
CC.1.5.6.C	Interpret information presented in diverse media and formats (e.g. visually quantitatively orally) and explain how it contributes to a topic text or issue under study.	Interpret information presented in diverse media and formats (e.g. visually quantitatively orally) and explain how it contributes to a topic text or issue under study. ENG062 - 6th Grade Language Arts 090 Over the Rainbow: Which Version Is Best?: Reading Skill "Comparing a Recorded Version to the Text"			

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.6.D	Present claims and findings sequencing ideas logically and using pertinent descriptions facts and details to accentuate main ideas or themes; use appropriate eye contact adequate volume and clear pronunciation.	Present claims and findings sequencing ideas logically and using pertinent descriptions facts and details to accentuate main ideas or themes; use appropriate eye contact adequate volume and clear pronunciation. ENG061 - 6th Grade Language Arts 060 Middle of the Road: Unit 3 Exam Prep: Discussion Board 102 Long Walk Home: Unit 5 Exam Prep: Discussion Board Extension Lesson: Creating Giving Presentations ENG062 - 6th Grade Language Arts 051 Can I Go On?: Getting It Done: Writing Skill - Personal Narrative: Edit and Publish 052 Can I Go On?: Getting It Done: Writing Activity - Personal Narrative Writing Project: Editing and Publishing Your Story 093 Over the Rainbow: Looking Back at Poetry and Drama: Writing Skill " Writing Poetry: Poem Review Part 2 094 Over the Rainbow: Looking Back at Poetry and Drama: Writing Activity " Poetry Writing Project: Editing and Publishing Poems Extension Lesson: Creating Giving Presentations ENG071 - Language Arts 7A Extension Lesson: Creating Giving Presentations			
CC.1.5.6.E	Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks. ENG061 - 6th Grade Language Arts Extension Lesson: Creating Giving Presentations ENG062 - 6th Grade Language Arts Extension Lesson: Creating Giving Presentations ENG071 - Language Arts 7A Extension Lesson: Creating Giving Presentations			
CC.1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify information. ENG061 - 6th Grade Language Arts 030 We've Only Just Begun: Look It Up: Writing Skill - Using Graphics and Multimedia 031 We've Only Just Begun: Look It Up: Writing Activity - Using Graphics and Multimedia Extension Lesson: Creating Giving Presentations ENG062 - 6th Grade Language Arts Extension Lesson: Creating Giving Presentations ENG071 - Language Arts 7A Extension Lesson: Creating Giving Presentations			

6th Grade Language Arts Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.			C.1 Which sentence is more formal? L.2 Create varied sentences based on models X.5 Is it a complete sentence or a fragment? X.6 Is it a complete sentence or a run-on? X.7 Is it a complete sentence a fragment or a run-on? AA.10 Use relative pronouns: who whom whose which and that BB.5 Use the correct modal verb CC.1 Use the correct subject or verb CC.2 Use the correct verb – with compound subjects DD.1 Irregular past tense: review DD.2 Simple past present and future tense: review DD.3 Correct inappropriate shifts in verb tense DD.4 Use the progressive verb tenses DD.5 Form the progressive verb tenses DD.6 Choose between the past tense and past participle DD.7 Use the perfect verb tenses DD.8 Form the perfect verb tenses EE.2 Order adjectives EE.4 Use relative adverbs EE.5 Choose between adjectives and adverbs EE.6 Is the word an adjective or adverb? EE.7 Form and use comparative and superlative adjectives EE.8 Good better best bad worse and worst EE.9 Form and use comparative and superlative adverbs	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.A	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ENG072 - 7th Grade Language Arts 048 The Big Picture: Summarizing: Reading Skill - Summarizing Texts 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 040 Going Places: Looking into Key People and Events: Introduction - Looking into Key People and Events 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 044 Going Places: Looking into Key People and Events	Analyzing the Development of Central Ideas in Informational Text Analyzing Development of Central Ideas Summarizing Informational Text Summarizing Social Studies Texts	A.1 Determine the main idea D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions G.1 Read and understand informational passages G.3 Trace an argument H.1 Compare information from two texts K.2 Distinguish facts from opinions K.4 Identify supporting details in informational texts	Yes

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 008 At the Root of It All: Just Say It!: Discussion Board 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1 027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements Part 2 034 The Big Picture	Citing Evidence: Informational Text Analyzing the Development of Central Ideas in Informational Text Summarizing Informational Text Making Inferences About Informational Text Citing Evidence: Informational Text Analyzing the Development of Central Ideas in Informational Text Summarizing Informational Text Making Inferences About Informational Text	D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions G.3 Trace an argument H.1 Compare information from two texts K.4 Identify supporting details in informational texts A.1 Determine the main idea G.1 Read and understand informational passages G.3 Trace an argument W.1 Determine the meaning of domain-specific words with pictures	Yes

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.C	Analyze the interactions between individuals events and ideas in a text.	Analyze the interactions between individuals events and ideas in a text. ENG072 - 7th Grade Language Arts 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction All nonfiction reading selections in this course align to this standard: ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 040 Going Places: Looking into Key People and Events: Introduction - Looking into Key People and Events 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 044 Going Places: Looking into Key People and Events: Writing Activity - Brainstorming Search Terms for Effective Research	Analyzing Individuals Ideas or Events in Informational Texts Analyzing Interactions in Informational Text	D.1 Compare and contrast with their solutions D.3 Match problems with their solutions D.4 Identify text structures G.1 Read and understand informational passages G.3 Trace an argument K.4 Identify supporting details in informational texts	Yes

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.D	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. ENG081 - 8th Grade Language Arts 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 060 Along New Roads: Recognizing Themes and Central Ideas: Discussion Board 118 Visualizing the Path: Grasping Nuance: Reading Skill - Looking at Word Choice ENG071 - Language Arts 7A 041 Taking a Position: Getting Perspective: Reading Skill - Identifying Authors' Purpose & Perspective 046 Taking a Position: A Matter of Opinion: Reading Skill - Analyzing Authors' Purpose & Perspective 050 Taking a Position: Just the Facts Ma'am: Reading Skill - Authors' Different Interpretations 062 The Art of Persuasion: Arguing the Point: Reading Skill - Reading Arguments 065 The Art of Persuasion: Arguing the Point: Discussion Board 067 The Art of Persuasion: All the More Reason: Reading Skill - Evaluating Reasoning 071 The Art of Persuasion	Analyzing Author's Point of View Analyzing Point of View and Purpose in Informational Text	C.1 Identify author's purpose G.3 Trace an argument H.1 Compare information from two texts	Yes

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics charts. and the major sections of the text.	Analyze the structure of the text through evaluation of the author's use of graphics charts. and the major sections of the text. ENG071 - Language Arts 7A 015 Just the Facts: Finding the Way: Reading Skill - Organizational Patterns 029 Putting Things in Order: How It's Put Together: Reading Skill - Identifying Structures in Informational Text 034 Putting Things in Order: Studying Structure: Reading Skill - Analyzing Structures in Informational Text ENG082 - 8th Grade Language Arts 051 That's The Way: What's The Big Idea?: Introduction - What's The Big Idea? 053 That's The Way: What's The Big Idea?: Reading Skill - Structure & Ideas 056 That's The Way: In Support of Sentences: Introduction - In Support of Sentences 058 That's The Way: In Support of Sentences: Reading Skill - Structure & Sentences	Analyzing Individuals Ideas or Events in Informational Texts* Analyzing How Components of Informational Text Fit Together Analyzing Informational Text Structure Analyzing Procedural Documents Analyzing Paragraph Structure in Informational Texts	D.1 Compare and contrast D.2 Match causes and effects in informational texts D.4 Identify text structures G.3 Trace an argument J.2 Organize information by main idea	Yes
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative connotative and technical meanings.	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative connotative and technical meanings. ENG072 - 7th Grade Language Arts 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 049 Going Places: Making Connections with Ideas Events and People: Reading Skill - Analyzing Key Ideas and Their Connections 064 Along New Roads: Exploring Essential Ideas: Reading Skill	Understanding Connotative Meanings Examining Word Choice in Informational Text Determining Word Meaning: Informational Text Determining Word Meaning Using Context Clues	E.3 Interpret the meaning of allusions E.5 Interpret figures of speech E.7 Analyze the effects of figures of speech on meaning and tone G.2 Vocabulary review: Read and understand informational passages S.2 Which definition matches the sentence? S.3 Which sentence matches the definition? T.2 Positive and negative connotation V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word W.1 Determine the meaning of domain-specific words with pictures	Yes

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.G	Compare and contrast a text to an audio video or multimedia version of the text analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).	Compare and contrast a text to an audio video or multimedia version of the text analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words). ENG072 - 7th Grade Language Arts 076 Language Across Media: Different Media: Reading Skill - Literary Mediums 081 Language Across Media: Artistic Techniques: Reading Skill - Analyzing Media ENG082 - 8th Grade Language Arts 045 Ramble On: Stage and Screen: Reading Skill - Artistic Interpretations across Mediums 050 Ramble On: Unit 2 Exam Prep: Discussion Board - Personal Writing	Comparing and Contrasting Information in Print to a Multimedia Presentation		Yes
CC.1.2.7.H	Evaluate an author's argument reasoning and specific claims for the soundness of the argument and the relevance of the evidence.	Evaluate an author's argument reasoning and specific claims for the soundness of the argument and the relevance of the evidence. ENG071 - Language Arts 7A 008 Just the Facts: Lending Support: Reading Skill - Using Reading Response Skills 050 Taking a Position: Just the Facts Ma'am: Reading Skill - Authors' Different Interpretations 062 The Art of Persuasion: Arguing the Point: Reading Skill - Reading Arguments 067 The Art of Persuasion: All the More Reason: Reading Skill - Evaluating Reasoning 071 The Art of Persuasion: Proof Positive: Reading Skill - Evidence in Arguments 076 The Art of Persuasion: Proving Your Point: Reading Skill - Evaluating Evidence ENG082 - 8th Grade Language Arts 080 How Many More Times: Difference of Opinion: Reading Skill - Conflicting Viewpoints & Evidence 083 How Many More Times: State Your Claim: Introduction - State Your Claim 085 How Many More Times: State Your Claim: Reading Skill - Arguments & Claims 089 How Many More Times: Listen to Reason: Introduction - Listen to Reason			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.I	Analyze how two or more authors present and interpret facts on the same topic.	Analyze how two or more authors present and interpret facts on the same topic. ENG071 - Language Arts 7A 008 Just the Facts: Lending Support: Reading Skill - Using Reading Response Skills 050 Taking a Position: Just the Facts Ma'am: Reading Skill - Authors' Different Interpretations ENG082 - 8th Grade Language Arts 065 That's The Way: Facts Are Stubborn Things: Introduction - Facts Are Stubborn Things 067 That's The Way: Facts Are Stubborn Things: Reading Skill - Conflicting Information & Ideas			
CC.1.2.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefix			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG072 - 7th Grade Language Arts 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 014 On Our Way: Understanding Implicit and Explicit Evidence: Language Skill - Identifying Commonly Misspelled Words 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 029 Going Places: Focusing on Story Elements: Language Skill - Applying Context Clues 042 Going Places			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.7.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently. ENG072 - 7th Grade Language Arts All nonfiction reading selections in this course align to this standard: ENG081 - 8th Grade Language Arts All nonfiction reading selections in this course align to this standard: ENG071 - Language Arts 7A O20 Putting Things in Order: Piecing It Together: Reading Skill - Identifying Key Individuals Events & Ideas O25 Putting Things in Order: As a Whole: Reading Skill - Interaction of Key Individuals Events & Ideas All nonfiction reading selections in this course align to this standard: ENG082 - 8th Grade Language Arts All nonfiction reading selections in this course align to this standard			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1 027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements Part 2 034 The Big Picture: Central Ideas: Reading Skill - Central Idea and Supporting Details 039 The Big Picture	Citing Evidence: Literary Text Making Inferences About Literature Analyzing Plot Development Citing Evidence: Literary Text Making Inferences About Literature Analyzing Plot Development	F.1 Analyze short stories H.2 Compare two texts with different genres B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres K.5 Identify supporting details in literary texts B.1 Match the quotations with their themes	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text.	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text.</p> <p>ENG072 - 7th Grade Language Arts</p> <p>002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View</p> <p>005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View</p> <p>007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence</p> <p>008 At the Root of It All: Just Say It!: Discussion Board</p> <p>010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences</p> <p>013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements</p> <p>018 Weaving the Stories: Character Types: Reading Skill - Character Types</p> <p>022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1</p> <p>027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements Part 2 034 The Big Picture</p>	<p>Analyzing How Story Elements Interact Analyzing Plot Development Making Inferences About Literature*</p>	F.1 Analyze short stories	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1 025 Weaving the Stories: Building Stories: Discussion Board 027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements Part 2 034 The Big Picture: Central Ideas: Reading Skill - Central Idea and Supporting Details	Analyzing Development of a Theme Summarizing: Literary Text	B.1 Match the quotations with their themes B.2 Determine the themes of short stories	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 025 Weaving the Stories: Building Stories: Discussion Board 098 End of An Adventure: Reviewing the Course Part 3: Discussion Board ENG081 - 8th Grade Language Arts 009 On Our Way: Inferring Using Strong Evidence: Reading Project - The Call of the Wild Chapter 1 021 On Our Way: Inferring in Literary Texts: Reading Project - The Call of the Wild Chapter 2 036 Going Places: Looking into Characterization and Archetypes: Reading Project - The Call of the Wild Chapter 3 Part 1 037 Going Places: Looking into Characterization and Archetypes: Reading Skill - Understanding Characters and Characterization 048 Going Places: Making Connections with Ideas Events and People: Reading Project	Analyzing Differing Points of View in Literature Analyzing Narrative Point of View	E.2 Identify the narrative point of view	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.	Analyze how the structure or form of a text contributes to its meaning. ENG072 - 7th Grade Language Arts 056 The Beauty of Language: All the World's a Stage: Writing Skill - Poetry Writing 060 The Beauty of Language: Poetry in Focus: Reading Skill - Structure Form and Meaning in Poetry 061 The Beauty of Language: Poetry in Focus: Writing Skill - Poetic Structure 065 The Beauty of Language: How Many Meanings?: Writing Skill - Poetic Techniques in a Sonnet 077 Language Across Media: Different Media: Writing Skill - The Form and Structure of a Sonnet 086 Language Across Media: Fictional History: Writing Skill - Figurative Language in a Sonnet ENG081 - 8th Grade Language Arts 071 Along New Roads: Looking into the Past and the Present: Introduction - Looking into the Past and the Present 074 Along New Roads: Looking into the Past and the Present: Reading Skill - Comparing Modern and Past Texts 076 Along New Roads: Revisiting Skills: Introduction - Revisiting the Skills and Publishing Functional Writing 093	Analyzing Poetic Elements and Structure Analyzing the Structure of Drama Analyzing Different Structures of Poetry Comparing and Contrasting Poetic Structures		

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative connotative meanings.	Determine the meaning of words and phrases as they are used in grade-level reading and content including interpretation of figurative connotative meanings. ENG072 - 7th Grade Language Arts 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 054 The Beauty of Language: All the World's a Stage: Language Skill - Connotative Language 063 The Beauty of Language: How Many Meanings?: Language Skill - Figures of Speech 064 The Beauty of Language: How Many Meanings?: Reading Skill - Figurative and Connotative Meaning 065 The Beauty of Language: How Many Meanings?: Writing Skill - Poetic Techniques in a Sonnet 086 Language Across Media: Fictional History: Writing Skill - Figurative Language in a Sonnet ENG081 - 8th Grade Language Arts 095 Looking at Point of View: Exploring Structure in Prose and Poetry: Reading Skill - Looking at Style and Meaning Through Structure 109 Visualizing the Path: Visualizing the Path: Introduction - Understanding What Is Read 111	Understanding Connotative Meanings Determining Word Meaning: Literary Text Analyzing Different Structures of Poetry Determining Word Meaning Using Context Clues	E.3 Interpret the meaning of allusions E.5 Interpret figures of speech S.2 Which definition matches the sentence? S.3 Which sentence matches the definition? T.2 Positive and negative connotation V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.G	Compare and contrast a written story drama or poem to its audio filmed staged or multimedia version analyzing the effects of techniques unique to each medium (e.g. lighting sound color or camera focus and angles in a film).	Compare and contrast a written story drama or poem to its audio filmed staged or multimedia version analyzing the effects of techniques unique to each medium (e.g. lighting sound color or camera focus and angles in a film). ENG072 - 7th Grade Language Arts 076 Language Across Media: Different Media: Reading Skill - Literary Mediums 081 Language Across Media: Artistic Techniques: Reading Skill - Analyzing Media ENG082 - 8th Grade Language Arts 045 Ramble On: Stage and Screen: Reading Skill - Artistic Interpretations across Mediums 050 Ramble On: Unit 2 Exam Prep: Discussion Board - Personal Writing 099 Communication Breakdown: Now Hear This: Reading Skill - Author's Purpose: Audio Recordings 104 Communication Breakdown: Visual Creatures: Reading Skill - Author's Purpose: Video 108 Communication Breakdown: Worth 1 000 Words: Reading Skill - Author's Purpose: Graphics & Multimedia 113 Communication Breakdown: Judgment Call: Reading Skill - Author's Purpose: Different Mediums ENG081 - 8th Grade Language	Comparing and Contrasting Literature to Multimedia Productions		
CC.1.3.7.H	Compare and contrast a fictional portrayal of a time place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. ENG072 - 7th Grade Language Arts 085 Language Across Media: Fictional History: Reading Skill - Historical and Fictional Accounts 088 Language Across Media: Fictional History: Discussion Board	Historical Fiction Versus Nonfiction	H.2 Compare two texts with different genres	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG072 - 7th Grade Language Arts 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 014 On Our Way: Understanding Implicit and Explicit Evidence: Language Skill - Identifying Commonly Misspelled Words 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 029 Going Places: Focusing on Story Elements: Language Skill - Applying Context Clues 042 Going Places	Determining Word Meaning Using Context Clues Using Greek and Latin Roots and Affixes Determining Word Meaning Using Context Clues Determining Word Meaning Using Context Clues	X.2 Use guide words X.3 Use dictionary entries X.5 Use thesaurus entries P.1 Words with pre- P.2 Words with re- P.3 Words with sub- P.4 Words with mis- P.5 Words with un- dis- in- im- and non- P.6 Words with -ful P.7 Words with -less P.8 Words with -able and -ible Q.1 Use Greek and Latin roots as clues to the meanings of words Q.2 Use words as clues to the meanings of Greek and Latin roots Q.3 Determine the meanings of Greek and Latin roots Q.4 Determine the meanings of words with Greek and Latin roots E.3 Interpret the meaning of allusions G.2 Vocabulary review: Read and understand informational passages S.2 Which definition matches the sentence? S.3 Which sentence matches the definition? V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word W.1 Determine the meaning of domain-specific words with pictures	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefix	Determining Word Meaning Using Context Clues Understanding Connotative Meanings Understanding the Relationship Between Words	J.3 Transitions with conjunctive adverbs P.1 Words with pre- P.2 Words with re- P.3 Words with sub- P.4 Words with mis- P.5 Words with un- dis- in- im- and non- P.6 Words with -ful P.7 Words with -less P.8 Words with -able and -ible Q.1 Use Greek and Latin roots as clues to the meanings of words Q.2 Use words as clues to the meanings of Greek and Latin roots Q.3 Determine the meanings of Greek and Latin roots Q.4 Determine the meanings of words with Greek and Latin roots T.2 Positive and negative connotation V.1 Find words using context V.2 Determine the meaning of words using synonyms in context V.3 Determine the meaning of words using antonyms in context V.4 Use context to identify the meaning of a word W.1 Determine the meaning of domain-specific words with pictures	
CC.1.3.7.K	Read and comprehend literary fiction on grade level reading independently and proficiently.			F.1 Analyze short stories H.2 Compare two texts with different genres	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.A	Write informative/explanatory texts to examine a topic and convey ideas concepts and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas concepts and information clearly. ENG081 - 8th Grade Language Arts 005 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Digital Literacy - Writing Activity 012 On Our Way: Inferring Using Strong Evidence: Digital Literacy - Writing Activity 024 On Our Way: Inferring in Literary Texts: Digital Literacy - Writing Activity 059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and a Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia ENG071 - Language Arts 7A 004 Just the Facts: Get to the Point!: Writing Skill - Research Skills for Writing 009 Just the Facts: Lending Support: Writing Skill - Research Skills for Writing 012 Just the Facts: Proving the Point: Writing Skill - Research Skills for Writing 016 Just the Facts		J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation W.1 Determine the meaning of domain-specific words with pictures K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea J.3 Transitions with conjunctive adverbs JJ.1 Use the correct pair of correlative conjunctions C.2 Which sentence is more formal?	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.B	Identify and introduce the topic clearly including a preview of what is to follow.	Identify and introduce the topic clearly including a preview of what is to follow. ENG081 - 8th Grade Language Arts 059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and a Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia ENG071 - Language Arts 7A 042 Taking a Position: Getting Perspective: Writing Skill - Writing Your Introduction 043 Taking a Position: Getting Perspective: Writing Activity - Writing Your Introduction 047 Taking a Position: A Matter of Opinion: Writing Skill - Writing Your Body Paragraphs 048 Taking a Position: A Matter of Opinion: Writing Activity - Writing Your Body Paragraphs 051 Taking a Position: Just the Facts Ma'am: Writing Skill - Writing Your Conclusion 052 Taking a Position: Just the Facts Ma'am: Writing Activity - Writing Your Conclusion 059 Taking a Position: Unit 3		J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation W.1 Determine the meaning of domain-specific words with pictures K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea J.3 Transitions with conjunctive adverbs J.1 Use the correct pair of correlative conjunctions C.2 Which sentence is more formal?	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.C	Develop and analyze the topic with relevant facts definitions concrete details quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Develop and analyze the topic with relevant facts definitions concrete details quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension. ENG081 - 8th Grade Language Arts 005 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Digital Literacy - Writing Activity 012 On Our Way: Inferring Using Strong Evidence: Digital Literacy - Writing Activity 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 018 On Our Way: Understanding Implicit and Explicit Evidence: Discussion Board 024 On Our Way: Inferring in Literary Texts: Digital Literacy - Writing Activity 025 On Our Way: Reviewing It All: Digital Literacy - Understanding Digital Law 027 On Our Way: Reviewing It All: Discussion Board 044 Going Places: Looking into Key People and Events: Writing Activity - Brainstorming Search Terms for Effective Research 051 Going Places: Making Connections with Ideas Events and People: Writing Activity		J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation W.1 Determine the meaning of domain-specific words with pictures K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea J.3 Transitions with conjunctive adverbs J.1 Use the correct pair of correlative conjunctions C.2 Which sentence is more formal?	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.D	Organize ideas concepts and information using strategies such as definition classification comparison/contrast and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Organize ideas concepts and information using strategies such as definition classification comparison/contrast and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. ENG081 - 8th Grade Language Arts 059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and a Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources 068 Along New Roads: Pausing to Summarize: Reading Skill - Summarizing Texts 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia ENG071 - Language Arts 7A 035 Putting Things in Order: Studying Structure: Writing Skill - Organizing Ideas 036 Putting Things in Order: Studying Structure: Writing Activity - Organizing Ideas 037 Putting Things in Order: Unit 2 Exam Prep: Writing Skill		J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation W.1 Determine the meaning of domain-specific words with pictures K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea J.3 Transitions with conjunctive adverbs JJ.1 Use the correct pair of correlative conjunctions C.2 Which sentence is more formal?	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.E	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.			J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation W.1 Determine the meaning of domain-specific words with pictures K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea J.3 Transitions with conjunctive adverbs JJ.1 Use the correct pair of correlative conjunctions C.2 Which sentence is more formal?	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 003 At the Root of It All: A Matter of Perspective: Discussion Board 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 008 At the Root of It All: Just Say It!: Discussion Board 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 016 Weaving the Stories: Narrative Adventures: Discussion Board 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 021 Weaving the Stories: Building Stories: Language Skill - Verb Tenses and Participles 025 Weaving the Stories		M.1 Use the correct frequently confused word M.2 Identify and correct errors with frequently confused words M.3 Identify and correct errors with frequently confused pronouns and contractions M.4 Correct errors with commonly misspelled words Q.1 Use the correct homophone Q.2 Identify and correct errors with homophones Y.1 Form and use plurals: review DD.2 Form and use comparative and superlative adjectives DD.4 Form and use comparative and superlative adverbs KK.1 Identify and correct errors with plural and possessive nouns KK.2 Identify and correct errors with compound and joint possession K.1 Transitions with conjunctive adverbs II.1 Use semicolons and commas to separate clauses II.2 Use semicolons colons and commas with lists	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.G	Write arguments to support claims.	<p>Write arguments to support claims.</p> <p>ENG071 - Language Arts 7A</p> <p>063 The Art of Persuasion: Arguing the Point: Writing Skill - Brainstorming Ideas for Your Argument Essay</p> <p>064 The Art of Persuasion: Arguing the Point: Writing Activity - Brainstorming Ideas for Your Argument Essay</p> <p>068 The Art of Persuasion: All the More Reason: Writing Skill - Building a Claim</p> <p>069 The Art of Persuasion: All the More Reason: Writing Activity - Building a Claim</p> <p>072 The Art of Persuasion: Proof Positive: Writing Skill - Building Sound Reasoning</p> <p>073 The Art of Persuasion: Proof Positive: Writing Activity - Building Sound Reasoning</p> <p>077 The Art of Persuasion: Proving Your Point: Writing Skill - Building Evidence</p> <p>078 The Art of Persuasion: Proving Your Point: Writing Activity - Building Evidence</p> <p>079 The Art of Persuasion: Unit 4 Exam Prep: Writing Skill - Creating an Outline</p> <p>080 The Art of Persuasion: Unit 4 Exam Prep: Writing Activity - Creating an Outline</p> <p>084 A Way with Words: Reading Between the Lines: Writing Skill</p>		<p>C.2 Which sentence is more formal? C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs J.1 Use the correct pair of correlative conjunctions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies</p>	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.H	Introduce and state an opinion on a topic.	Introduce and state an opinion on a topic. ENG071 - Language Arts 7A 063 The Art of Persuasion: Arguing the Point: Writing Skill - Brainstorming Ideas for Your Argument Essay 064 The Art of Persuasion: Arguing the Point: Writing Activity - Brainstorming Ideas for Your Argument Essay 068 The Art of Persuasion: All the More Reason: Writing Skill - Building a Claim 069 The Art of Persuasion: All the More Reason: Writing Activity - Building a Claim 072 The Art of Persuasion: Proof Positive: Writing Skill - Building Sound Reasoning 073 The Art of Persuasion: Proof Positive: Writing Activity - Building Sound Reasoning 077 The Art of Persuasion: Proving Your Point: Writing Skill - Building Evidence 078 The Art of Persuasion: Proving Your Point: Writing Activity - Building Evidence 079 The Art of Persuasion: Unit 4 Exam Prep: Writing Skill - Creating an Outline 080 The Art of Persuasion: Unit 4 Exam Prep: Writing Activity - Creating an Outline 084 A Way with Words: Reading Between the Lines: Writing Skill		C.2 Which sentence is more formal? C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs J.1 Use the correct pair of correlative conjunctions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.1	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic.	<p>Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic.</p> <p>ENG071 - Language Arts 7A</p> <p>063 The Art of Persuasion: Arguing the Point: Writing Skill - Brainstorming Ideas for Your Argument Essay</p> <p>064 The Art of Persuasion: Arguing the Point: Writing Activity - Brainstorming Ideas for Your Argument Essay</p> <p>068 The Art of Persuasion: All the More Reason: Writing Skill - Building a Claim</p> <p>069 The Art of Persuasion: All the More Reason: Writing Activity - Building a Claim</p> <p>072 The Art of Persuasion: Proof Positive: Writing Skill - Building Sound Reasoning</p> <p>073 The Art of Persuasion: Proof Positive: Writing Activity - Building Sound Reasoning</p> <p>077 The Art of Persuasion: Proving Your Point: Writing Skill - Building Evidence</p> <p>078 The Art of Persuasion: Proving Your Point: Writing Activity - Building Evidence</p> <p>079 The Art of Persuasion: Unit 4 Exam Prep: Writing Skill - Creating an Outline</p> <p>080 The Art of Persuasion</p>		<p>C.2 Which sentence is more formal? C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs J.1 Use the correct pair of correlative conjunctions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies</p>	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. ENG071 - Language Arts 7A 093 A Way with Words: Getting Technical: Writing Skill - Writing Your Argument's Conclusion 094 A Way with Words: Getting Technical: Writing Activity - Writing Your Argument's Conclusion 101 A Way with Words: Unit 5 Exam Prep: Writing Activity - Editing & Proofreading Your Argument ENG082 - 8th Grade Language Arts 109 Communication Breakdown: Worth 1 000 Words: Writing Skill - Drafting Your Counterclaim and Conclusion 117 Communication Breakdown: Unit 5 Exam Prep: Writing Activity - Editing & Submitting Your Argument Essay		C.2 Which sentence is more formal? C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs JJ.1 Use the correct pair of correlative conjunctions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies	
CC.1.4.7.K	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.			C.2 Which sentence is more formal? C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions J.3 Transitions with conjunctive adverbs JJ.1 Use the correct pair of correlative conjunctions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 003 At the Root of It All: A Matter of Perspective: Discussion Board 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 008 At the Root of It All: Just Say It!: Discussion Board 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 016 Weaving the Stories: Narrative Adventures: Discussion Board 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 021 Weaving the Stories: Building Stories: Language Skill - Verb Tenses and Participles 025 Weaving the Stories		M.1 Use the correct frequently confused word M.2 Identify and correct errors with frequently confused words M.3 Identify and correct errors with frequently confused pronouns and contractions M.4 Correct errors with commonly misspelled words Q.1 Use the correct homophone Q.2 Identify and correct errors with homophones Y.1 Form and use plurals: review DD.2 Form and use comparative and superlative adjectives DD.4 Form and use comparative and superlative adverbs KK.1 Identify and correct errors with plural and possessive nouns KK.2 Identify and correct errors with compound and joint possession K.1 Transitions with conjunctive adverbs II.1 Use semicolons and commas to separate clauses II.2 Use semicolons colons and commas with lists	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.M	Write narratives to develop real or imagined experiences or events.	<p>Write narratives to develop real or imagined experiences or events.</p> <p>ENG072 - 7th Grade Language Arts</p> <p>014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives</p> <p>015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment</p> <p>019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives</p> <p>020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development</p> <p>023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives</p> <p>024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot</p> <p>028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives</p> <p>029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting</p> <p>030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action</p> <p>031 Weaving the Stories: Unit 2 Exam Prep: Writing Act</p>		C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation J.3 Transitions with conjunctive adverbs E.2 Identify the narrative point of view E.1 Identify sensory details	

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.N	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031		C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation J.3 Transitions with conjunctive adverbs E.2 Identify the narrative point of view E.1 Identify sensory details	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.O	Use narrative techniques such as dialogue description and pacing to develop experiences events and/or characters; use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.	Use narrative techniques such as dialogue description and pacing to develop experiences events and/or characters; use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events. ENG072 - 7th Grade Language Arts 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative: Drafting the Exposition and Rising Action 035 The Big Picture: Central Ideas: Writing Skill - Narrative Writing: Drafting the Rising Action and Climax 036 The Big Picture		C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation J.3 Transitions with conjunctive adverbs E.2 Identify the narrative point of view E.1 Identify sensory details	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.P	Organize an event sequence that unfolds naturally and logically using a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.	Organize an event sequence that unfolds naturally and logically using a variety of transition words phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When		C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation J.3 Transitions with conjunctive adverbs E.2 Identify the narrative point of view E.1 Identify sensory details	
CC.1.4.7.Q	Write with an awareness of the stylistic aspects of writing. • Choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities • Use precise language. • Develop and maintain a consistent voice.				

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 003 At the Root of It All: A Matter of Perspective: Discussion Board 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 008 At the Root of It All: Just Say It!: Discussion Board 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 016 Weaving the Stories: Narrative Adventures: Discussion Board 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 021 Weaving the Stories: Building Stories: Language Skill - Verb Tenses and Participles 025 Weaving the Stories		M.1 Use the correct frequently confused word M.2 Identify and correct errors with frequently confused words M.3 Identify and correct errors with frequently confused pronouns and contractions M.4 Correct errors with commonly misspelled words Q.1 Use the correct homophone Q.2 Identify and correct errors with homophones Y.1 Form and use plurals: review DD.2 Form and use comparative and superlative adjectives DD.4 Form and use comparative and superlative adverbs KK.1 Identify and correct errors with plural and possessive nouns KK.2 Identify and correct errors with compound and joint possession K.1 Transitions with conjunctive adverbs II.1 Use semicolons and commas to separate clauses II.2 Use semicolons colons and commas with lists	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.5	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction.	<p>Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction.</p> <p>ENG081 - 8th Grade Language Arts</p> <p>017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity</p> <p>043 Going Places: Looking into Key People and Events: Writing Skill Using Search Terms for Effective Research</p> <p>044 Going Places: Looking into Key People and Events: Writing Activity - Brainstorming Search Terms for Effective Research 051 Going Places: Making Connections with Ideas Events and People: Writing Activity - Gathering Information from Reliable and Credible Sources</p> <p>059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and a Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources</p> <p>066 Along New Roads: Pausing to Summarize: Introduction - Pausing to Summarize</p> <p>068 Along New Roads: Pausing to Summarize: Reading Skill</p>		B.2 Determine the themes of short stories C.3 Compare passages for tone F.1 Analyze short stories H.2 Compare two texts with different genres K.5 Identify supporting details in literary texts D.1 Compare and contrast G.1 Read and understand informational passages G.3 Trace an argument H.1 Compare information from two texts K.4 Identify supporting details in informational texts	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.T	With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.	<p>With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.</p> <p>ENG072 - 7th Grade Language Arts</p> <p>014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives</p> <p>015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment</p> <p>019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives</p> <p>020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development</p> <p>023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives</p> <p>024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot</p> <p>028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives</p> <p>029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting</p> <p>030 Weaving the Stories</p>		<p>J.2 Organize information by main idea N.1 Use parallel structure N.2 Remove redundant words or phrases N.4 Correct errors with frequently confused words N.5 Correct errors with signs N.6 Correct errors in everyday use N.7 Suggest appropriate revisions O.4 Identify plagiarism Y.5 Is it a complete sentence or a fragment? Y.6 Is it a complete sentence or a run-on? Y.7 Is it a complete sentence a fragment or a run-on? Z.5 Combine sentences using relative clauses AA.5 Identify and correct errors with plural and possessive nouns BB.3 Identify vague pronoun references BB.5 Correct inappropriate shifts in pronoun number and person EE.1 Correct errors with subject-verb agreement EE.2 Correct errors with indefinite pronoun-verb agreement FF.3 Identify and correct inappropriate shifts in verb tense KK.3 Are the modifiers used correctly? LL.2 Commas with nonrestrictive elements MM.5 Commas: review NN.1 Use semicolons and commas to separate clauses OO.3 Decide whether ellipses are used appropriately PP.1 Correct capital</p>	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.U	Use technology including the Internet to produce and publish writing and link to and cite sources as well as to interact and collaborate with others including linking to and citing sources.	Use technology including the Internet to produce and publish writing and link to and cite sources as well as to interact and collaborate with others including linking to and citing sources. ENG072 - 7th Grade Language Arts 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative: Drafting the Exposition and Rising Action 035 The Big Picture: Central Ideas: Writing Skill - Narrative Writing: Drafting the Rising Action and Climax 036 The Big Picture: Central Ideas: Writing Activity - My Narrative: Drafting the Rising Action and Climax 040 The Big Picture: Themes: Writing Skill - Narrative Writing: Transitional Words and Phrases 041 The Big Picture: Themes: Writing Activity - My Personal Narrative: Transitional Words and Phrases 044 The Big Picture: Universally Speaking: Writing Skill			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.V	Conduct short research projects to answer a question drawing on several sources and generating additional related focused questions for further research and investigation.	<p>Conduct short research projects to answer a question drawing on several sources and generating additional related focused questions for further research and investigation.</p> <p>ENG071 - Language Arts 7A</p> <p>004 Just the Facts: Get to the Point!: Writing Skill - Research Skills for Writing</p> <p>016 Just the Facts: Finding the Way: Writing Skill - Research Skills for Writing</p> <p>021 Putting Things in Order: Piecing It Together: Writing Skill - Picking a Topic & Creating a Research Question</p> <p>022 Putting Things in Order: Piecing It Together: Writing Activity - Picking a Topic & Creating a Research Question</p> <p>026 Putting Things in Order: As a Whole: Writing Skill - Finding Information</p> <p>027 Putting Things in Order: As a Whole: Writing Activity - Finding Information</p> <p>030 Putting Things in Order: How It's Put Together: Writing Skill - Using Graphics & Multimedia</p> <p>031 Putting Things in Order: How It's Put Together: Writing Activity - Using Graphics and Multimedia</p> <p>035 Putting Things in Order: Studying Structure: Writing Skill - Organizing</p>			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.W	Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ENG081 - 8th Grade Language Arts 005 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Digital Literacy - Writing Activity 012 On Our Way: Inferring Using Strong Evidence: Digital Literacy - Writing Activity 013 On Our Way: Understanding Implicit and Explicit Evidence: Introduction - Understanding Implicit and Explicit Evidence 016 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Understanding Solid Evidence and Research 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 018 On Our Way: Understanding Implicit and Explicit Evidence: Discussion Board 024 On Our Way: Inferring in Literary Texts: Digital Literacy - Writing Activity 025		A.1 Determine the main idea K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts O.1 Recognize the parts of a Works Cited entry (MLA 7th edition) O.2 Recognize the parts of a Works Cited entry (MLA 8th edition) O.3 Use in-text citations (MLA 7th–8th editions) O.4 Identify plagiarism	

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.7.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.7.A	Engage effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 003 At the Root of It All: A Matter of Perspective: Discussion Board 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 008 At the Root of It All: Just Say It!: Discussion Board 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 016 Weaving the Stories: Narrative Adventures: Discussion Board 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories			
CC.1.5.7.B	Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.7.C	Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually quantitatively orally) and explain how the ideas clarify a topic text or issue under study.	Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually quantitatively orally) and explain how the ideas clarify a topic text or issue under study. ENG072 - 7th Grade Language Arts 081 Language Across Media: Artistic Techniques: Reading Skill - Analyzing Media ENG071 - Language Arts 7A 055 Taking a Position: Stop Look and Listen: Reading Skill - Reading Different Media & Formats ENG082 - 8th Grade Language Arts 045 Ramble On: Stage and Screen: Reading Skill - Artistic Interpretations across Mediums 104 Communication Breakdown: Visual Creatures: Reading Skill - Author's Purpose: Video			
CC.1.5.7.D	Present claims and findings emphasizing salient points in a focused coherent manner with pertinent descriptions facts details and examples; use appropriate eye contact adequate volume and clear pronunciation.	Present claims and findings emphasizing salient points in a focused coherent manner with pertinent descriptions facts details and examples; use appropriate eye contact adequate volume and clear pronunciation. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dial			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.7.F	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ENG072 - 7th Grade Language Arts Extension Lesson: Creating Giving Presentations ENG081 - 8th Grade Language Arts 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia 077 Along New Roads: Revisiting Skills: Writing Skill - Editing Publishing and Creating a Presentation 078 Along New Roads: Revisiting Skills: Writing Activity - Final Functional Writing Project Submission 080 Along New Roads: Revisiting Skills: Writing Activity - Final Oral Presentation Submission Extension Lesson: Creating Giving Presentations ENG071 - Language Arts 7A 030 Putting Things in Order: How It's Put Together: Writing Skill - Using Graphics & Multimedia 031 Putting Things in Order: How It's Put Together: Writing Activity - Using Graphics and Multimedia Extension Lesson: Creating Giving Presentations ENG082 - 8th Grade Language Arts Extension			

7th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.7.G	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	Language Arts		M.2 Create varied sentences based on models N.1 Use parallel structure Y.5 Is it a complete sentence or a fragment? Y.6 Is it a complete sentence or a run-on? Z.5 Combine sentences using relative clauses BB.2 Use the pronoun that agrees with the antecedent BB.3 Identify vague pronoun references BB.4 Identify all of the possible antecedents BB.5 Correct inappropriate shifts in pronoun number and person CC.5 Use reflexive pronouns CC.7 Use relative pronouns: who and whom CC.8 Use relative pronouns: who whom whose which and that EE.1 Correct errors with subject-verb agreement EE.2 Correct errors with indefinite pronoun-verb agreement EE.3 Use the correct verb – with compound subjects FF.1 Irregular past tense: review FF.2 Simple past present and future tense: review FF.3 Identify and correct inappropriate shifts in verb tense FF.4 Form the progressive verb tenses FF.5 Form the perfect verb tenses GG.2 Order adjectives GG.4 Choose between adjectives and adverbs GG.5 Is the word an adjective or adverb? GG.	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas; provide an objective summary of the text. ENG072 - 7th Grade Language Arts 048 The Big Picture: Summarizing: Reading Skill - Summarizing Texts 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 040 Going Places: Looking into Key People and Events: Introduction - Looking into Key People and Events 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 044 Going Places	Analyzing the Development of Central Ideas in Informational Text Summarizing: Informational Text Analyzing the Development of Central Ideas in Informational Text*	A.1 Determine the main idea D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions G.1 Read and understand informational passages G.3 Trace an argument H.1 Compare information from two texts K.2 Distinguish facts from opinions K.4 Identify supporting details in informational texts	Yes

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 008 At the Root of It All: Just Say It!: Discussion Board 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1 027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements Part 2 034 The Big Picture	Analyzing the Development of Central Ideas in Informational Text Making Inferences About Informational Text Citing Evidence: Informational Text Analyzing the Development of Central Ideas in Informational Text Making Inferences About Informational Text Citing Evidence: Informational Text	A.1 Determine the main idea G.1 Read and understand informational passages G.3 Trace an argument X.1 Determine the meaning of domain-specific words with pictures D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions G.3 Trace an argument H.1 Compare information from two texts K.4 Identify supporting details in informational texts	Yes

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals ideas or events.	Analyze how a text makes connections among and distinctions between individuals ideas or events. ENG081 - 8th Grade Language Arts 040 Going Places: Looking into Key People and Events: Introduction - Looking into Key People and Events 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 046 Going Places: Making Connections with Ideas Events and People: Introduction - Making Connections with Ideas Events and People 049 Going Places: Making Connections with Ideas Events and People: Reading Skill - Analyzing Key Ideas and Their Connections ENG071 - Language Arts 7A 020 Putting Things in Order: Piecing It Together: Reading Skill - Identifying Key Individuals Events & Ideas 025 Putting Things in Order: As a Whole: Reading Skill - Interaction of Key Individuals Events & Ideas 044 Taking a Position: Getting Perspective: Discussion Board 104 Looking Back and Ahead: Reviewing the Course Part 1: Discussion Board ENG082 - 8th Grade Language Arts	Analyzing Individuals Ideas or Events in Informational Texts Analyzing Connections Between Individuals Events and Ideas	D.1 Compare and contrast D.3 Match problems with their solutions D.4 Identify text structures G.1 Read and understand informational passages G.3 Trace an argument K.4 Identify supporting details in informational texts	Yes

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.D	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>ENG081 - 8th Grade Language Arts</p> <p>010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text</p> <p>060 Along New Roads: Recognizing Themes and Central Ideas: Discussion Board</p> <p>118 Visualizing the Path: Grasping Nuance: Reading Skill - Looking at Word Choice</p> <p>ENG071 - Language Arts 7A</p> <p>041 Taking a Position: Getting Perspective: Reading Skill - Identifying Authors' Purpose & Perspective</p> <p>046 Taking a Position: A Matter of Opinion: Reading Skill - Analyzing Authors' Purpose & Perspective</p> <p>050 Taking a Position: Just the Facts Ma'am: Reading Skill - Authors' Different Interpretations</p> <p>062 The Art of Persuasion: Arguing the Point: Reading Skill - Reading Arguments</p> <p>065 The Art of Persuasion: Arguing the Point: Discussion Board</p> <p>067 The Art of Persuasion: All the More Reason: Reading Skill - Evaluating Reasoning</p> <p>071</p>	<p>Analyzing Point of View and Purpose in Informational Text</p> <p>Analyzing Author's Point of View</p>	<p>C.1 Identify author's purpose G.3 Trace an argument H.1 Compare information from two texts</p>	Yes

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. ENG071 - Language Arts 7A 015 Just the Facts: Finding the Way: Reading Skill - Organizational Patterns 029 Putting Things in Order: How It's Put Together: Reading Skill - Identifying Structures in Informational Text 034 Putting Things in Order: Studying Structure: Reading Skill - Analyzing Structures in Informational Text ENG082 - 8th Grade Language Arts 051 That's The Way: What's The Big Idea?: Introduction - What's The Big Idea? 053 That's The Way: What's The Big Idea?: Reading Skill - Structure & Ideas 056 That's The Way: In Support of Sentences: Introduction - In Support of Sentences 058 That's The Way: In Support of Sentences: Reading Skill - Structure & Sentences	Analyzing Procedural Documents Analyzing Individuals Ideas or Events in Informational Texts* Analyzing Paragraph Structure in Informational Texts Analyzing Paragraph Structure	D.1 Compare and contrast D.2 Match causes and effects in informational texts D.4 Identify text structures G.3 Trace an argument J.2 Organize information by main idea	Yes

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative and technical meanings; and how they shape meaning and tone.	Analyze the influence of the words and phrases in a text including figurative connotative and technical meanings and how they shape meaning and tone. ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 029 Going Places: Focusing on Story Elements: Language Skill - Applying Context Clues 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 049 Going Places: Making Connections with Ideas Events and People: Reading Skill - Analyzing Key Ideas and Their Connections 064 Along New Roads: Exploring Essential Ideas: Reading Skill - Understanding Overarching Ideas 118 Visualizing the Path: Grasping Nuance: Reading	Analyzing Word Choice: Informational Text Understanding Connotative Meanings Determining Word Meaning from Context Clues	E.3 Interpret the meaning of allusions E.5 Interpret figures of speech E.7 Analyze the effects of figures of speech on meaning and tone G.2 Vocabulary review: Read and understand informational passages T.2 Positive and negative connotation U.2 Which definition matches the sentence? U.3 Which sentence matches the definition? W.1 Find words using context W.2 Determine the meaning of words using synonyms in context W.3 Determine the meaning of words using antonyms in context W.4 Use context to identify the meaning of a word X.1 Determine the meaning of domain-specific words with pictures	Yes

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.G	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text video multimedia) to present a particular topic or idea.	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text video multimedia) to present a particular topic or idea. ENG072 - 7th Grade Language Arts Extension Lesson: Creating Giving Presentations ENG081 - 8th Grade Language Arts 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia 077 Along New Roads: Revisiting Skills: Writing Skill - Editing Publishing and Creating a Presentation 078 Along New Roads: Revisiting Skills: Writing Activity - Final Functional Writing Project Submission 080 Along New Roads: Revisiting Skills: Writing Activity - Final Oral Presentation Submission Extension Lesson: Creating Giving Presentations ENG071 - Language Arts 7A 030 Putting Things in Order: How It's Put Together: Writing Skill - Using Graphics & Multimedia 031 Putting Things in Order: How It's Put Together: Writing Activity - Using Graphics and Multimedia Extension Lesson: Creating Giving Presentations ENG082 - 8th Grade			Yes

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.H	Evaluate authors' argument reasoning and specific claims for the soundness of the arguments and the relevance of the evidence.	Evaluate an author's argument reasoning and specific claims for the soundness of the arguments and the relevance of the evidence. ENG071 - Language Arts 7A 008 Just the Facts: Lending Support: Reading Skill - Using Reading Response Skills 050 Taking a Position: Just the Facts Ma'am: Reading Skill - Authors' Different Interpretations 062 The Art of Persuasion: Arguing the Point: Reading Skill - Reading Arguments 067 The Art of Persuasion: All the More Reason: Reading Skill - Evaluating Reasoning 071 The Art of Persuasion: Proof Positive: Reading Skill - Evidence in Arguments 076 The Art of Persuasion: Proving Your Point: Reading Skill - Evaluating Evidence ENG082 - 8th Grade Language Arts 080 How Many More Times: Difference of Opinion: Reading Skill - Conflicting Viewpoints & Evidence 083 How Many More Times: State Your Claim: Introduction - State Your Claim 085 How Many More Times: State Your Claim: Reading Skill - Arguments & Claims 089 How Many More Times: Listen to Reason: Introduction - Listen to Reason			
CC.1.2.8.I	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. ENG081 - 8th Grade Language Arts 042 Going Places: Looking into Key People and Events: Reading Skill - Determining Key Events and Individuals 049 Going Places: Making Connections with Ideas Events and People: Reading Skill - Analyzing Key Ideas and Their Connections ENG082 - 8th Grade Language Arts 007 Everyone Makes It Through: For Comparison's Sake: Introduction - For Comparison's Sake 009 Everyone Makes It Through: For Comparison's Sake: Reading Skill - Key Individuals Ideas and Events			

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefix			

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.</p> <p>ENG072 - 7th Grade Language Arts 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling</p> <p>090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction</p> <p>ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text</p> <p>010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text</p> <p>014 On Our Way: Understanding Implicit and Explicit Evidence: Language Skill - Identifying Commonly Misspelled Words</p> <p>017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity</p> <p>029 Going Places: Focusing on Story Elements: Language Skill - Applying Context Clues</p> <p>042 Going Places</p>			
CC.1.2.8.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	<p>Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently. ENG071 - Language Arts 7A</p> <p>020 Putting Things in Order: Piecing It Together: Reading Skill - Identifying Key Individuals Events & Ideas</p> <p>025 Putting Things in Order: As a Whole: Reading Skill - Interaction of Key Individuals Events & Ideas</p>			

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.A	Determine a theme or central idea of a text and analyze its development over the course of the text including its relationship to the characters setting and plot; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text including its relationship to the characters setting and plot; provide an objective summary of the text. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1 025 Weaving the Stories: Building Stories: Discussion Board 027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements	Making Inferences About Literature Citing Evidence: Literary Text Making Inferences About Literature Citing Evidence: Literary Text	B.1 Match the quotations with their themes B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres K.5 Identify supporting details in literary texts B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences conclusions and/or generalizations drawn from the text. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 008 At the Root of It All: Just Say It!: Discussion Board 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories: Reading Skill - Interaction of Narrative Elements Part 1 027 Weaving the Stories: Where and When?: Reading Skill - Interaction of Narrative Elements Part 2 034 The Big Picture	Analyzing Character Development Analyzing Plot and Characters Analyzing the Impact of Dialogue	F.1 Analyze short stories	

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action reveal aspects of a character or provoke a decision.	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action reveal aspects of a character or provoke a decision.</p> <p>ENG072 - 7th Grade Language Arts 055 The Beauty of Language: All the World's a Stage: Reading Skill - Structure and Meaning in Drama</p> <p>067 The Beauty of Language: How Many Meanings?: Discussion Board</p> <p>ENG081 - 8th Grade Language Arts 022 On Our Way: Inferring in Literary Texts: Reading Skill - Understanding Textual Evidence in Literary Text</p> <p>028 Going Places: Focusing on Story Elements: Introduction - Focusing on Story Elements</p> <p>030 Going Places: Focusing on Story Elements: Reading Skill - Analyzing Dialogue and Plot</p> <p>034 Going Places: Looking into Characterization and Archetypes: Introduction - Looking into Characterization and Archetypes</p> <p>037 Going Places: Looking into Characterization and Archetypes: Reading Skill - Understanding Characters and Characterization 052 Going Places: Looking Back: Introduction - Looking Back and Outlining Your Functional Writing</p> <p>ENG082</p>	<p>Summarizing: Literary Text Analyzing the Development of Theme in Literature Analyzing Development of a Theme Part 1 Analyzing the Development of Theme in Literature*</p>	<p>B.1 Match the quotations with their themes B.2 Determine the themes of short stories</p>	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.D	Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.	Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor. ENG081 - 8th Grade Language Arts 087 Looking at Point of View: Concentrating on Author's Style: Introduction - Concentrating on Author's Style 090 Looking at Point of View: Concentrating on Author's Style: Reading Skill - Understanding Irony and Suspense 105 Looking at Point of View: Focusing on Reading and Writing Narratives: Introduction - Focusing on Reading and Writing Narratives 108 Looking at Point of View: Focusing on Reading and Writing Narratives: Discussion Board 111 Visualizing the Path: Visualizing the Path: Reading Skill - Interpreting Figurative Language ENG082 - 8th Grade Language Arts 003 Everyone Makes It Through: Telling the Story: Reading Skill - Plot Dialogue & Characters			
CC.1.3.8.E	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. ENG081 - 8th Grade Language Arts 071 Along New Roads: Looking into the Past and the Present: Introduction - Looking into the Past and the Present 074 Along New Roads: Looking into the Past and the Present: Reading Skill - Comparing Modern and Past Texts 076 Along New Roads: Revisiting Skills: Introduction - Revisiting the Skills and Publishing Functional Writing 099 Looking at Point of View: Comparing Structure in Prose and Poetry: Introduction - Comparing Structure in Prose and Poetry 102 Looking at Point of View: Comparing Structure in Prose and Poetry: Reading Skill - Comparing Structural Elements in Multiple Texts 105 Looking at Point of View: Focusing on Reading and Writing Narratives: Introduction - Focusing on Reading and Writing Narratives	Comparing and Contrasting Poetic Structures	H.2 Compare two texts with different genres	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	<p>Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>ENG072 - 7th Grade Language Arts</p> <p>010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences</p> <p>054 The Beauty of Language: All the World's a Stage: Language Skill - Connotative Language</p> <p>063 The Beauty of Language: How Many Meanings?: Language Skill</p> <p>- Figures of Speech</p> <p>064 The Beauty of Language: How Many Meanings?: Reading Skill - Figurative and Connotative Meaning</p> <p>065 The Beauty of Language: How Many Meanings?: Writing Skill - Poetic Techniques in a Sonnet</p> <p>086 Language Across Media: Fictional History: Writing Skill - Figurative Language in a Sonnet</p> <p>ENG081 - 8th Grade Language Arts</p> <p>095 Looking at Point of View: Exploring Structure in Prose and Poetry: Reading Skill - Looking at Style and Meaning Through Structure</p> <p>109 Visualizing the Path: Visualizing the Path: Introduction - Understanding What Is Read</p> <p>111 Visualizing the Path</p>	<p>Analyzing Word Choice: Figurative Language Determining Word Meaning from Context Clues Analyzing Word Choice: Connotations Figurative Language and Allusions Understanding Connotative Meanings</p>	<p>E.3 Interpret the meaning of allusions E.5 Interpret figures of speech E.7 Analyze the effects of figures of speech on meaning and tone T.2 Positive and negative connotation U.2 Which definition matches the sentence? U.3 Which sentence matches the definition? W.1 Find words using context W.2 Determine the meaning of words using synonyms in context W.3 Determine the meaning of words using antonyms in context W.4 Use context to identify the meaning of a word</p>	
CC.1.3.8.G	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script evaluating the choices made by directors or actors.	<p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script evaluating the choices made by directors or actors.</p> <p>ENG082 - 8th Grade Language Arts</p> <p>045 Ramble On: Stage and Screen: Reading Skill - Artistic Interpretations across Mediums</p> <p>102 Communication Breakdown: Visual Creatures: Introduction - Visual Creatures 104 Communication Breakdown: Visual Creatures: Reading Skill - Author's Purpose: Video</p>			

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.H	Analyze how a modern work of fiction draws on themes patterns of events or character types from traditional works including describing how the material is rendered new.		Analyzing Traditional Elements in Modern Fiction	H.2 Compare two texts with different genres I.1 Compare illustrations of literary and historical subjects	
CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG072 - 7th Grade Language Arts 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 090 Language Across Media: Captured in Words: Reading Skill - Comparing and Contrasting History and Fiction ENG081 - 8th Grade Language Arts 003 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Reading Skill - Analyzing Layers of Textual Meanings in Informational Text 010 On Our Way: Inferring Using Strong Evidence: Reading Skill - Understanding Textual Evidence in Informational Text 014 On Our Way: Understanding Implicit and Explicit Evidence: Language Skill - Identifying Commonly Misspelled Words 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 029 Going Places: Focusing on Story Elements: Language Skill - Applying Context Clues 042	Using Greek and Latin Roots and Affixes Determining Word Meaning from Context Clues Using Greek and Latin Roots and Affixes Determining Word Meaning from Context Clues Determining Word Meaning from Context Clues Using Greek and Latin Roots and Affixes	Q.1 Words with pre- Q.2 Words with re- Q.3 Words with sub- Q.4 Words with mis- Q.5 Words with un- dis- in- im- and non- Q.6 Words with -ful Q.7 Words with -less Q.8 Words with -able and -ible R.1 Use Greek and Latin roots as clues to the meanings of words R.2 Use words as clues to the meanings of Greek and Latin roots R.3 Determine the meanings of Greek and Latin roots R.4 Determine the meanings of words with Greek and Latin roots Y.2 Use guide words Y.3 Use dictionary entries Y.4 Use dictionary definitions Y.5 Use thesaurus entries E.3 Interpret the meaning of allusions E.5 Interpret figures of speech G.2 Vocabulary review: Read and understand informational passages U.2 Which definition matches the sentence? U.3 Which sentence matches the definition? W.1 Find words using context W.2 Determine the meaning of words using synonyms in context W.3 Determine the meaning of words using antonyms in context W.4 Use context to identify the meaning of a word X.1 Determine the meaning of domain-specific words	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.3.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefix	Determining Word Meaning from Context Clues Understanding Connotative Meanings Understanding Relationships Between Words	G.2 Vocabulary review: Read and understand informational passages J.3 Transitions with conjunctive adverbs Q.1 Words with pre- Q.2 Words with re- Q.3 Words with sub- Q.4 Words with mis- Q.5 Words with un- dis- in- im- and non- Q.6 Words with -ful Q.7 Words with -less Q.8 Words with -able and -ible R.1 Use Greek and Latin roots as clues to the meanings of words R.2 Use words as clues to the meanings of Greek and Latin roots R.3 Determine the meanings of Greek and Latin roots R.4 Determine the meanings of words with Greek and Latin roots T.2 Positive and negative connotation W.1 Find words using context W.2 Determine the meaning of words using synonyms in context W.3 Determine the meaning of words using antonyms in context W.4 Use context to identify the meaning of a word X.1 Determine the meaning of domain-specific words with pictures	
CC.1.3.8.K	Read and comprehend literary fiction on grade level reading independently and proficiently.	Read and comprehend literary fiction on grade level reading independently and proficiently. ENG071 - Language Arts 7A 020 Putting Things in Order: Piecing It Together: Reading Skill - Identifying Key Individuals Events & Ideas 025 Putting Things in Order: As a Whole: Reading Skill - Interaction of Key Individuals Events & Ideas		B.2 Determine the themes of short stories F.1 Analyze short stories H.2 Compare two texts with different genres	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>ENG081 - 8th Grade Language Arts</p> <p>005 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Digital Literacy - Writing Activity</p> <p>012 On Our Way: Inferring Using Strong Evidence: Digital Literacy - Writing Activity</p> <p>024 On Our Way: Inferring in Literary Texts: Digital Literacy - Writing Activity</p> <p>059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and Conclusion</p> <p>065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources</p> <p>069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia</p> <p>ENG071 - Language Arts 7A</p> <p>004 Just the Facts: Get to the Point!: Writing Skill - Research Skills for Writing</p> <p>009 Just the Facts: Lending Support: Writing Skill - Research Skills for Writing</p> <p>012 Just the Facts: Proving the Point: Writing Skill - Research Skills for Writing</p> <p>016 Just the Facts</p>		<p>C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures</p>	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.B	Identify and introduce the topic clearly including a preview of what is to follow.	Identify and introduce the topic clearly including a preview of what is to follow. ENG081 - 8th Grade Language Arts 059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia ENG071 - Language Arts 7A 042 Taking a Position: Getting Perspective: Writing Skill - Writing Your Introduction 043 Taking a Position: Getting Perspective: Writing Activity - Writing Your Introduction 047 Taking a Position: A Matter of Opinion: Writing Skill - Writing Your Body Paragraphs 048 Taking a Position: A Matter of Opinion: Writing Activity - Writing Your Body Paragraphs 051 Taking a Position: Just the Facts Ma'am: Writing Skill - Writing Your Conclusion 052 Taking a Position: Just the Facts Ma'am: Writing Activity - Writing Your Conclusion 059 Taking a Position: Unit 3		C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.C	Develop and analyze the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Develop and analyze the topic with relevant well-chosen facts definitions concrete details quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension. ENG081 - 8th Grade Language Arts 005 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Digital Literacy - Writing Activity 012 On Our Way: Inferring Using Strong Evidence: Digital Literacy - Writing Activity 018 On Our Way: Understanding Implicit and Explicit Evidence: Discussion Board 024 On Our Way: Inferring in Literary Texts: Digital Literacy - Writing Activity 025 On Our Way: Reviewing It All: Digital Literacy - Understanding Digital Law 027 On Our Way: Reviewing It All: Discussion Board 051 Going Places: Making Connections with Ideas Events and People: Writing Activity - Gathering Information from Reliable and Credible Sources 054 Going Places: Looking Back: Writing Activity - Developing Your Outline 055 Going Places: Looking Back: Discussion Board 059 Along New Roads		C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.D	Organize ideas concepts and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Organize ideas concepts and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. ENG081 - 8th Grade Language Arts 038 Going Places: Looking into Characterization and Archetypes: Writing Skill - Exploring the Who What and Why of Functional Writing 039 Going Places: Looking into Characterization and Archetypes: Writing Activity - Determining Your Task Purpose and Audience 059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and a Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources 068 Along New Roads: Pausing to Summarize: Reading Skill - Summarizing Texts 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia ENG071 - Language Arts 7A 035 Putting Things in Order		C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.E	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice through precise language. • Establish and maintain a formal style.			O.5 Correct errors with signs O.6 Correct errors in everyday use MM.1 What does the punctuation suggest? MM.2 Commas with nonrestrictive elements NN.1 Commas with series dates and places NN.5 Commas: review OO.1 Use semicolons and commas to separate clauses OO.2 Use semicolons colons and commas with lists PP.2 Use hyphens in compound adjectives QQ.1 Correct capitalization errors QQ.2 Capitalizing titles RR.1 Formatting titles RR.2 Formatting and capitalizing titles: review RR.3 Formatting street addresses RR.4 Formatting quotations and dialogue NN.2 Commas with compound and complex sentences NN.3 Commas with direct addresses introductory words interjections and interrupters NN.4 Commas with coordinate adjectives PP.1 Use dashes O.3 Use the correct frequently confused word O.4 Correct errors with frequently confused words U.1 Use the correct homophone BB.1 Form and use plurals: review BB.4 Form the singular or plural possessive BB.5 Identify and correct errors with plural and possessive nouns BB.6 Ident	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 003 At the Root of It All: A Matter of Perspective: Discussion Board 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 008 At the Root of It All: Just Say It!: Discussion Board 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 016 Weaving the Stories: Narrative Adventures: Discussion Board 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 021 Weaving the Stories: Building Stories: Language Skill - Verb Tenses and Participles 025 Weaving the Stories		C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.G	Write arguments to support claims.	Write arguments to support claims. ENG071 - Language Arts 7A 063 The Art of Persuasion: Arguing the Point: Writing Skill - Brainstorming Ideas for Your Argument Essay 064 The Art of Persuasion: Arguing the Point: Writing Activity - Brainstorming Ideas for Your Argument Essay 068 The Art of Persuasion: All the More Reason: Writing Skill - Building a Claim 069 The Art of Persuasion: All the More Reason: Writing Activity - Building a Claim 072 The Art of Persuasion: Proof Positive: Writing Skill - Building Sound Reasoning 073 The Art of Persuasion: Proof Positive: Writing Activity - Building Sound Reasoning 077 The Art of Persuasion: Proving Your Point: Writing Skill - Building Evidence 078 The Art of Persuasion: Proving Your Point: Writing Activity - Building Evidence 079 The Art of Persuasion: Unit 4 Exam Prep: Writing Skill - Creating an Outline 080 The Art of Persuasion: Unit 4 Exam Prep: Writing Activity - Creating an Outline 084 A Way with Words: Reading Between the Lines: Writing Skill - Writing Your Argument		C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies C.2 Which sentence is more formal? J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.H	Introduce and state an opinion on a topic.	Introduce and state an opinion on a topic. ENG071 - Language Arts 7A 063 The Art of Persuasion: Arguing the Point: Writing Skill - Brainstorming Ideas for Your Argument Essay 064 The Art of Persuasion: Arguing the Point: Writing Activity - Brainstorming Ideas for Your Argument Essay 068 The Art of Persuasion: All the More Reason: Writing Skill - Building a Claim 069 The Art of Persuasion: All the More Reason: Writing Activity - Building a Claim 072 The Art of Persuasion: Proof Positive: Writing Skill - Building Sound Reasoning 073 The Art of Persuasion: Proof Positive: Writing Activity - Building Sound Reasoning 077 The Art of Persuasion: Proving Your Point: Writing Skill - Building Evidence 078 The Art of Persuasion: Proving Your Point: Writing Activity - Building Evidence 079 The Art of Persuasion: Unit 4 Exam Prep: Writing Skill - Creating an Outline 080 The Art of Persuasion: Unit 4 Exam Prep: Writing Activity - Creating an Outline 084 A Way with Words: Reading Between the Lines: Writing Skill		C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies C.2 Which sentence is more formal? J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.1	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic.	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence using accurate credible sources and demonstrating an understanding of the topic. ENG071 - Language Arts 7A 063 The Art of Persuasion: Arguing the Point: Writing Skill - Brainstorming Ideas for Your Argument Essay 064 The Art of Persuasion: Arguing the Point: Writing Activity - Brainstorming Ideas for Your Argument Essay 068 The Art of Persuasion: All the More Reason: Writing Skill - Building a Claim 069 The Art of Persuasion: All the More Reason: Writing Activity - Building a Claim 072 The Art of Persuasion: Proof Positive: Writing Skill - Building Sound Reasoning 073 The Art of Persuasion: Proof Positive: Writing Activity - Building Sound Reasoning 077 The Art of Persuasion: Proving Your Point: Writing Skill - Building Evidence 078 The Art of Persuasion: Proving Your Point: Writing Activity - Building Evidence 079 The Art of Persuasion: Unit 4 Exam Prep: Writing Skill		C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies C.2 Which sentence is more formal? J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) counterclaims reasons and evidence by using words phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) counterclaims reasons and evidence by using words phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. ENG071 - Language Arts 7A 093 A Way with Words: Getting Technical: Writing Skill - Writing Your Argument's Conclusion 094 A Way with Words: Getting Technical: Writing Activity - Writing Your Argument's Conclusion 101 A Way with Words: Unit 5 Exam Prep: Writing Activity - Editing & Proofreading Your Argument ENG082 - 8th Grade Language Arts 109 Communication Breakdown: Worth 1 000 Words: Writing Skill - Drafting Your Counterclaim and Conclusion 117 Communication Breakdown: Unit 5 Exam Prep: Writing Activity - Editing & Submitting Your Argument Essay		C.1 Identify author's purpose J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies C.2 Which sentence is more formal? J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions	
CC.1.4.8.K	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice though precise language. • Establish and maintain a formal style.			C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 003 At the Root of It All: A Matter of Perspective: Discussion Board 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 008 At the Root of It All: Just Say It!: Discussion Board 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 016 Weaving the Stories: Narrative Adventures: Discussion Board 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 021 Weaving the Stories: Building Stories: Language Skill - Verb Tenses and Participles 025 Weaving the Stories		O.5 Correct errors with signs O.6 Correct errors in everyday use MM.1 What does the punctuation suggest? MM.2 Commas with nonrestrictive elements NN.1 Commas with series dates and places NN.5 Commas: review OO.1 Use semicolons and commas to separate clauses OO.2 Use semicolons colons and commas with lists PP.2 Use hyphens in compound adjectives QQ.1 Correct capitalization errors QQ.2 Capitalizing titles RR.1 Formatting titles RR.2 Formatting and capitalizing titles: review RR.3 Formatting street addresses RR.4 Formatting quotations and dialogue NN.2 Commas with compound and complex sentences NN.3 Commas with direct addresses introductory words interjections and interrupters NN.4 Commas with coordinate adjectives PP.1 Use dashes O.3 Use the correct frequently confused word O.4 Correct errors with frequently confused words U.1 Use the correct homophone BB.1 Form and use plurals: review BB.4 Form the singular or plural possessive BB.5 Identify and correct errors with plural and possessive nouns BB.6	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.M	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Act		E.2 Identify the narrative point of view E.1 Identify sensory details J.3 Transitions with conjunctive adverbs C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.N	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031		E.2 Identify the narrative point of view E.1 Identify sensory details J.3 Transitions with conjunctive adverbs C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.O	Use narrative techniques such as dialogue description reflection and pacing to develop experiences events and/or characters; use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.	Use narrative techniques such as dialogue description reflection and pacing to develop experiences events and/or characters; use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events. ENG072 - 7th Grade Language Arts 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative: Drafting the Exposition and Rising Action 035 The Big Picture: Central Ideas: Writing Skill - Narrative Writing: Drafting the Rising Action and Climax		E.2 Identify the narrative point of view E.1 Identify sensory details J.3 Transitions with conjunctive adverbs C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.P	Organize an event sequence that unfolds naturally and logically using a variety of transition words phrases and clauses to convey sequence signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	Organize an event sequence that unfolds naturally and logically using a variety of transition words phrases and clauses to convey sequence signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. ENG072 - 7th Grade Language Arts 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative: Drafting the Exposition and Rising Action 035 The Big Picture: Central Ideas: Writing Skill - Narrative Writing: Drafting the Rising Action and Climax 036 The Big Picture: Central Ideas: Writing Activity - My Narrative: Drafting the Rising Action and Climax 040 The Big Picture		E.2 Identify the narrative point of view E.1 Identify sensory details J.3 Transitions with conjunctive adverbs C.3 Compare passages for tone E.1 Identify sensory details T.1 Describe the difference between related words T.2 Positive and negative connotation	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.Q	<p>Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect. • Use sentences of varying lengths and complexities • Create tone and voice. though precise language. 			<p>C.2 Which sentence is more formal? D.1 Compare and contrast D.2 Match causes and effects in informational texts D.3 Match problems with their solutions D.4 Identify text structures J.1 Order topics from broadest to narrowest J.2 Organize information by main idea K.2 Distinguish facts from opinions K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts K.6 Classify logical fallacies J.3 Transitions with conjunctive adverbs KK.1 Use the correct pair of correlative conjunctions J.1 Order topics from broadest to narrowest T.1 Describe the difference between related words T.2 Positive and negative connotation X.1 Determine the meaning of domain-specific words with pictures</p>	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG072 - 7th Grade Language Arts 001 At the Root of It All: A Matter of Perspective: Language Skill - Greek & Latin Roots 003 At the Root of It All: A Matter of Perspective: Discussion Board 004 At the Root of It All: Who Makes a Better Point?: Language Skill - Vocabulary 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 008 At the Root of It All: Just Say It!: Discussion Board 009 At the Root of It All: What Is Being Said Truly?: Language Skill - Vocabulary 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 012 Weaving the Stories: Narrative Adventures: Language Skill - Prefixes and Roots 016 Weaving the Stories: Narrative Adventures: Discussion Board 017 Weaving the Stories: Character Types: Language Skill - Vocabulary 021 Weaving the Stories: Building Stories: Language Skill - Verb Tenses and Participles 025 Weaving the Stories		O.5 Correct errors with signs O.6 Correct errors in everyday use MM.1 What does the punctuation suggest? MM.2 Commas with nonrestrictive elements NN.1 Commas with series dates and places NN.5 Commas: review OO.1 Use semicolons and commas to separate clauses OO.2 Use semicolons colons and commas with lists PP.2 Use hyphens in compound adjectives QQ.1 Correct capitalization errors QQ.2 Capitalizing titles RR.1 Formatting titles RR.2 Formatting and capitalizing titles: review RR.3 Formatting street addresses RR.4 Formatting quotations and dialogue NN.2 Commas with compound and complex sentences NN.3 Commas with direct addresses introductory words interjections and interrupters NN.4 Commas with coordinate adjectives PP.1 Use dashes O.3 Use the correct frequently confused word O.4 Correct errors with frequently confused words U.1 Use the correct homophone BB.1 Form and use plurals: review BB.4 Form the singular or plural possessive BB.5 Identify and correct errors with plural and possessive nouns BB.6	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction.	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction. ENG081 - 8th Grade Language Arts 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 043 Going Places: Looking into Key People and Events: Writing Skill - Using Search Terms for Effective Research 044 Going Places: Looking into Key People and Events: Writing Activity - Brainstorming Search Terms for Effective Research 051 Going Places: Making Connections with Ideas Events and People: Writing Activity - Gathering Information from Reliable and Credible Sources 059 Along New Roads: Recognizing Themes and Central Ideas: Writing Skill - Including Relevant Information and a Conclusion 065 Along New Roads: Exploring Essential Ideas: Writing Skill - Citing Sources 066 Along New Roads: Pausing to Summarize: Introduction - Pausing to Summarize 068 Along New Roads: Pausing to Summarize: Reading Skill		B.2 Determine the themes of short stories C.3 Compare passages for tone F.1 Analyze short stories H.2 Compare two texts with different genres K.5 Identify supporting details in literary texts D.1 Compare and contrast G.1 Read and understand informational passages G.3 Trace an argument H.1 Compare information from two texts K.4 Identify supporting details in informational texts	

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.T	With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed.	With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on how well purpose and audience have been addressed. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories		J.2 Organize information by main idea O.1 Use parallel structure O.2 Remove redundant words or phrases O.3 Use the correct frequently confused word O.4 Correct errors with frequently confused words O.5 Correct errors with signs O.6 Correct errors in everyday use O.7 Suggest appropriate revisions P.4 Identify plagiarism Z.5 Is it a complete sentence or a fragment? Z.6 Is it a complete sentence or a run-on? Z.7 Is it a complete sentence a fragment or a run-on? AA.5 Combine sentences using relative clauses BB.5 Identify and correct errors with plural and possessive nouns BB.6 Identify and correct errors with compound and joint possession CC.3 Correct inappropriate shifts in pronoun number and person CC.4 Identify vague pronoun references FF.1 Correct errors with subject-verb agreement FF.2 Correct errors with indefinite pronoun-verb agreement GG.3 Identify and correct inappropriate shifts in verb tense MM.2 Commas with nonrestrictive elements NN.5 Commas: review OO.1 Use semicolons and commas to separate claus	

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.U	Use technology including the Internet to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use technology including the Internet to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. ENG072 - 7th Grade Language Arts 006 At the Root of It All: Just Say It!: Language Skill - Language Use and Spelling 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative: Drafting the Exposition and Rising Action 035 The Big Picture: Central Ideas: Writing Skill - Narrative Writing: Drafting the Rising Action and Climax 036 The Big Picture: Central Ideas: Writing Activity - My Narrative: Drafting the Rising Action and Climax 040 The Big Picture: Themes: Writing Skill - Narrative Writing: Transitional Words and Phrases 041 The Big Picture: Themes: Writing Activity - My Personal Narrative: Transitional Words and Phrases 044 The Big Picture: Universally Speaking: Writing Skill			

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.V	Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.	Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration. ENG071 - Language Arts 7A 003 Just the Facts: Get to the Point!: Reading Skill - Understanding Reading Comprehension Skills 004 Just the Facts: Get to the Point!: Writing Skill - Research Skills for Writing 008 Just the Facts: Lending Support: Reading Skill - Using Reading Response Skills 009 Just the Facts: Lending Support: Writing Skill - Research Skills for Writing 011 Just the Facts: Proving the Point: Reading Skill - Evidence & Inference 021 Putting Things in Order: Piecing It Together: Writing Skill - Picking a Topic & Creating a Research Question 022 Putting Things in Order: Piecing It Together: Writing Activity - Picking a Topic & Creating a Research Question 026 Putting Things in Order: As a Whole: Writing Skill - Finding Information 027 Putting Things in Order: As a Whole: Writing			

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.W	Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ENG081 - 8th Grade Language Arts 005 On Our Way: Understanding Information and Ideas Explicitly and Implicitly: Digital Literacy - Writing Activity 012 On Our Way: Inferring Using Strong Evidence: Digital Literacy - Writing Activity 013 On Our Way: Understanding Implicit and Explicit Evidence: Introduction - Understanding Implicit and Explicit Evidence 016 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Understanding Solid Evidence and Research 017 On Our Way: Understanding Implicit and Explicit Evidence: Digital Literacy - Writing Activity 018 On Our Way: Understanding Implicit and Explicit Evidence: Discussion Board 024 On Our Way: Inferring in Literary Texts: Digital Literacy - Writing Activity 025		A.1 Determine the main idea K.3 Choose evidence to support a claim K.4 Identify supporting details in informational texts K.5 Identify supporting details in literary texts P.1 Recognize the parts of a Works Cited entry (MLA 7th edition) P.2 Recognize the parts of a Works Cited entry (MLA 8th edition) P.4 Identify plagiarism	

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.4.8.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	<p>Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.</p> <p>ENG072 - 7th Grade Language Arts</p> <p>014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives</p> <p>015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment</p> <p>019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives</p> <p>020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development</p> <p>023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives</p> <p>024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot</p> <p>028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives</p> <p>029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting</p> <p>030 Weaving the Stories</p>			

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.8.A	Engage effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly. ENG072 - 7th Grade Language Arts 002 At the Root of It All: A Matter of Perspective: Reading Skill - Point of View 003 At the Root of It All: A Matter of Perspective: Discussion Board 005 At the Root of It All: Who Makes a Better Point?: Reading Skill - Developing Multiple Points of View 007 At the Root of It All: Just Say It!: Reading Skill - Explicit Meaning and Evidence 008 At the Root of It All: Just Say It!: Discussion Board 010 At the Root of It All: What Is Being Said Truly?: Reading Skill - Implicit Evidence and Inferences 011 At the Root of It All: Unit 1 Exam Prep: Discussion Board 013 Weaving the Stories: Narrative Adventures: Reading Skill - Narrative Elements 016 Weaving the Stories: Narrative Adventures: Discussion Board 018 Weaving the Stories: Character Types: Reading Skill - Character Types 022 Weaving the Stories: Building Stories			
CC.1.5.8.B	Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.8.C	Analyze the purpose of information presented in diverse media formats (e.g. visually quantitatively orally) and evaluate the motives (e.g. social commercial political) behind its presentation.	<p>Analyze the purpose of information presented in diverse media formats (e.g. visually quantitatively orally) and evaluate the motives (e.g. social commercial political) behind its presentation.</p> <p>ENG072 - 7th Grade Language Arts 081 Language Across Media: Artistic Techniques: Reading Skill - Analyzing Media</p> <p>ENG071 - Language Arts 7A 055 Taking a Position: Stop Look and Listen: Reading Skill - Reading Different Media & Formats</p> <p>ENG082 - 8th Grade Language Arts 045 Ramble On: Stage and Screen: Reading Skill - Artistic Interpretations across Mediums</p> <p>104 Communication Breakdown: Visual Creatures: Reading Skill - Author's Purpose: Video</p>			
CC.1.5.8.D	Present claims and findings emphasizing salient points in a focused coherent manner with relevant evidence sound valid reasoning and well-chosen details; use appropriate eye contact adequate volume and clear pronunciation.	<p>Present claims and findings emphasizing salient points in a focused coherent manner with relevant evidence sound valid reasoning and well-chosen details; use appropriate eye contact adequate volume and clear pronunciation.</p> <p>ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives</p> <p>015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment</p> <p>019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives</p> <p>020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development</p> <p>023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives</p> <p>024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot</p> <p>028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives</p> <p>029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting</p> <p>030 Weaving the Stories</p>			

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.8.E	Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks. ENG072 - 7th Grade Language Arts 014 Weaving the Stories: Narrative Adventures: Writing Skill - Introduction to Narratives 015 Weaving the Stories: Narrative Adventures: Writing Activity - My Personal Narrative: Choosing a Memorable Moment 019 Weaving the Stories: Character Types: Writing Skill - Characters and Dialogue in Narratives 020 Weaving the Stories: Character Types: Writing Activity - My Personal Narrative: Character Development 023 Weaving the Stories: Building Stories: Writing Skill - Plot in Narratives 024 Weaving the Stories: Building Stories: Writing Activity - My Personal Narrative: Plot 028 Weaving the Stories: Where and When?: Writing Skill - Setting in Narratives 029 Weaving the Stories: Where and When?: Writing Activity - My Personal Narrative: Setting 030 Weaving the Stories: Unit 2 Exam Prep: Writing Skill - Narrative Writing: Drafting the Exposition and Rising Action 031 Weaving the Stories: Unit 2 Exam Prep: Writing Activity - My Narrative			

8th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.8.F	Integrate multimedia and visual displays into presentations to add interest clarify information and strengthen claims and evidence.	Integrate multimedia and visual displays into presentations to add interest clarify information and strengthen claims and evidence. ENG072 - 7th Grade Language Arts Extension Lesson: Creating Giving Presentations ENG081 - 8th Grade Language Arts 069 Along New Roads: Pausing to Summarize: Writing Skill - Understanding the Use of Format Graphics and Multimedia 077 Along New Roads: Revisiting Skills: Writing Skill - Editing Publishing and Creating a Presentation 078 Along New Roads: Revisiting Skills: Writing Activity - Final Functional Writing Project Submission 080 Along New Roads: Revisiting Skills: Writing Activity - Final Oral Presentation Submission Extension Lesson: Creating Giving Presentations ENG071 - Language Arts 7A 030 Putting Things in Order: How It's Put Together: Writing Skill - Using Graphics & Multimedia 031 Putting Things in Order: How It's Put Together: Writing Activity - Using Graphics and Multimedia Extension Lesson: Creating Giving Presentations ENG082 - 8th Grade Language Arts Extension Lesson			

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. ENG081 - 8th Grade Language Arts 078 Along New Roads: Revisiting Skills: Writing Activity - Final Functional Writing Project Submission 080 Along New Roads: Revisiting Skills: Writing Activity - Final Oral Presentation Submission		M.2 Create varied sentences based on models O.1 Use parallel structure Z.5 Is it a complete sentence or a fragment? Z.6 Is it a complete sentence or a run-on? Z.7 Is it a complete sentence a fragment or a run-on? AA.5 Combine sentences using relative clauses CC.1 Identify pronouns and their antecedents CC.2 Use the pronoun that agrees with the antecedent CC.3 Correct inappropriate shifts in pronoun number and person CC.4 Identify vague pronoun references CC.5 Identify all of the possible antecedents DD.5 Use reflexive pronouns DD.7 Use relative pronouns: who and whom DD.8 Use relative pronouns: who whom whose which and that FF.1 Correct errors with subject-verb agreement FF.2 Correct errors with indefinite pronoun-verb agreement FF.3 Use the correct verb – with compound subjects GG.3 Identify and correct inappropriate shifts in verb tense GG.4 Form the progressive verb tenses GG.5 Form the perfect verb tenses HH.2 Order adjectives HH.4 Choose between adjectives and adverbs HH.5 Is the word an adjective	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.A	Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ENG101 - 9th Grade Language Arts A 002 Hit the Ground Running: In the Beginning: Reading Skill - Central Ideas in Informational Text</p> <p>006 Hit the Ground Running: The Value of Information: Reading Skill - Objective Summaries of Informational Texts</p> <p>010 Hit the Ground Running: Sound Structures: Reading Skill - Organizational Structures</p> <p>012 Hit the Ground Running: Sound Structures: Discussion Board - Writing and Evaluating Objective Summaries</p> <p>014 Hit the Ground Running: Analyzing Organizing: Reading Skill - Analyzing Organizational Structures</p> <p>018 Hit the Ground Running: Unit 1 Exam Prep: Reading Skills Exam Prep</p> <p>057 Halfway Home: What It All Means: Reading Skill - Explicit Meaning and Evidence in Informational Text</p> <p>062 Halfway Home: Between the Lines: Reading Skill - Evidence and Inferences in Informational Text</p>	<p>A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 G.2 Identify thesis statements</p>	Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. ENG101 - 9th Grade Language Arts A 022 A World of Possibilities: Literary Minds: Reading Skill - Themes and Central Ideas in Literary Text 027 A World of Possibilities: Summing It Up: Reading Skill - Objective Summaries of Literary Texts 035 A World of Possibilities: Character Study: Discussion Board - My Opinion 037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters 042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep 047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text 050 Halfway Home: Extracting Evidence: Discussion Board - In Their Shoes 052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text 055 Halfway Home: Hidden Meanings: Discussion Board - In Their Shoes 067	E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 H.3 Identify supporting evidence in a text	Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.C	Apply appropriate strategies to analyze interpret and evaluate how an author unfolds an analysis or series of ideas or events including the order in which the points are made how they are introduced and developed and the connections that are drawn between them.	Apply appropriate strategies to analyze interpret and evaluate how an author unfolds an analysis or series of ideas or events including the order in which the points are made how they are introduced and developed and the connections that are drawn between them. ENG101 - 9th Grade Language Arts A 002 Hit the Ground Running: In the Beginning: Reading Skill - Central Ideas in Informational Text 010 Hit the Ground Running: Sound Structures: Reading Skill - Organizational Structures 014 Hit the Ground Running: Analyzing Organizing: Reading Skill - Analyzing Organizational Structures 018 Hit the Ground Running: Unit 1 Exam Prep: Reading Skills Exam Prep 057 Halfway Home: What It All Means: Reading Skill - Explicit Meaning and Evidence in Informational Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 124 That's a Wrap!: Reviewing the Course Part 1: Reading Skill Exam Prep: Unit 1 135 That's a Wrap!: Reviewing the Course Part 3: Reading Skill Exam Prep: Unit 3 ENG102 - 9th Grade Language Arts	E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2	Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.D	Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	Determine an author’s particular point of view and analyze how rhetoric advances the point of view. ENG101 - 9th Grade Language Arts A 002 Hit the Ground Running: In the Beginning: Reading Skill - Central Ideas in Informational Text 018 Hit the Ground Running: Unit 1 Exam Prep: Reading Skills Exam Prep 124 That's a Wrap!: Reviewing the Course Part 1: Reading Skill Exam Prep: Unit 1 ENG102 - 9th Grade Language Arts B 002 First Thoughts: Introducing 9B!: Reading Skill - Themes Central Ideas and Details 020 First Thoughts: Unit 1 Exam Prep: Reading Skills Exam Prep 060 Clear Thoughts: For All Intents and Purposes: Reading Skill - Author Purpose and Perspective 070 Clear Thoughts: Unit 3 Exam Prep: Reading Skills Exam Prep 073 Clear Thoughts: Unit 3 Exam Prep: Discussion Board - Personal Writing 075 Opposing Thoughts: Forming an Argument: Reading Skill - Arguments & Claims 080 Opposing Thoughts: Listening to Reason: Reading Skill - Reasoning in Arguments 095 Opposing Thoughts: Unit 4 Exam Prep: Reading Skill	B.1 Which text is most formal? B.2 Identify audience and purpose B.3 Compare passages for subjective and objective tone E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 I.1 Identify appeals to ethos pathos and logos in advertisements I.2 Use appeals to ethos pathos and logos in persuasive writing	Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.E	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences paragraphs or larger portions of a text.	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences paragraphs or larger portions of a text.</p> <p>ENG102 - 9th Grade Language Arts B</p> <p>015 First Thoughts: Examine the Evidence: Reading Skill - Inferences and Evidence</p> <p>020 First Thoughts: Unit 1 Exam Prep: Reading Skills Exam Prep</p> <p>050 Clear Thoughts: Section Breaks: Reading Skill - Organizational Structure</p> <p>055 Clear Thoughts: Claim to Fame: Reading Skill - Organizing Ideas and Claims</p> <p>060 Clear Thoughts: For All Intentions and Purposes: Reading Skill - Author Purpose and Perspective</p> <p>070 Clear Thoughts: Unit 3 Exam Prep: Reading Skills Exam Prep</p> <p>075 Opposing Thoughts: Forming an Argument: Reading Skill - Arguments & Claims</p> <p>080 Opposing Thoughts: Listening to Reason: Reading Skill - Reasoning in Arguments</p> <p>083 Opposing Thoughts: Listening to Reason: Discussion Board - Interpreting Quotations</p> <p>085 Opposing Thoughts: Weighing the Evidence: Reading Skill - Relevant and Sufficient Evidence</p> <p>090 Opposing Thoughts</p>	<p>A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims</p>	Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.F	Analyze how words and phrases shape meaning and tone in texts.	Analyze how words and phrases shape meaning and tone in texts. ENG101 - 9th Grade Language Arts A 057 Halfway Home: What It All Means: Reading Skill - Explicit Meaning and Evidence in Informational Text 062 Halfway Home: Between the Lines: Reading Skill - Evidence and Inferences in Informational Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 096 The Home Stretch: Presenting Art: Language Skill - Domain- Specific Words and Dialect 107 The Home Stretch: Presenting Information: Reading Skill - Comparing Informational Accounts in Different Mediums 112 The Home Stretch: Complex Portrayals: Reading Skill - Analyzing Portrayals in Different Mediums 116 The Home Stretch: Unit 5 Exam Prep: Language Skills Exam Prep 117 The Home Stretch: Unit 5 Exam Prep: Reading Skills Exam Prep 124 That's a Wrap!: Reviewing the Course Part 1: Reading Skill Exam Prep: Unit 1 132 That's a Wrap!: Reviewing the Course Part 3: Language Skill Exam Prep: Unit 5 135 That's a Wrap!: Reviewing the Course Part 3	R.2 Use context as a clue to the meanings of foreign expressions U.1 Determine the meaning of words using synonyms in context U.2 Determine the meaning of words using antonyms in context U.3 Use context to identify the meaning of a word	Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.G	Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia) determining which details are emphasized in each account.	Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia) determining which details are emphasized in each account. ENG101 - 9th Grade Language Arts A 107 The Home Stretch: Presenting Information: Reading Skill - Comparing Informational Accounts in Different Mediums 112 The Home Stretch: Complex Portrayals: Reading Skill - Analyzing Portrayals in Different Mediums 117 The Home Stretch: Unit 5 Exam Prep: Reading Skills Exam Prep 120 The Home Stretch: Unit 5 Exam Prep: Discussion Board - Reflection/Personal Writing ENG201 - Intermediate Rhetoric and Composition 188 Research & Interviews: Understanding the Elements of an Interview: Discussion Board		Yes

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.H	Delineate and evaluate the argument and specific claims in a text assessing the validity of reasoning and relevance of evidence.	Delineate and evaluate the argument and specific claims in a text assessing the validity of reasoning and relevance of evidence. ENG102 - 9th Grade Language Arts B 015 First Thoughts: Examine the Evidence: Reading Skill - Inferences and Evidence 020 First Thoughts: Unit 1 Exam Prep: Reading Skills Exam Prep 050 Clear Thoughts: Section Breaks: Reading Skill - Organizational Structure 055 Clear Thoughts: Claim to Fame: Reading Skill - Organizing Ideas and Claims 060 Clear Thoughts: For All Intents and Purposes: Reading Skill - Author Purpose and Perspective 070 Clear Thoughts: Unit 3 Exam Prep: Reading Skills Exam Prep 075 Opposing Thoughts: Forming an Argument: Reading Skill - Arguments & Claims 080 Opposing Thoughts: Listening to Reason: Reading Skill - Reasoning in Arguments 083 Opposing Thoughts: Listening to Reason: Discussion Board - Interpreting Quotations 085 Opposing Thoughts: Weighing the Evidence: Reading Skill - Relevant and Sufficient Evidence 090 Opposing Thoughts: Evaluating the Argument		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.I	Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.	Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. ENG102 - 9th Grade Language Arts B 110 Famous Thoughts: History in the Making: Reading Skill - Seminal US Documents 115 Famous Thoughts: The Rest Is History: Reading Skill - Rhetoric in Seminal US Documents 120 Famous Thoughts: Unit 5 Exam Prep: Reading Skills Exam Prep 137 Final Thoughts: Reviewing the Course Part 4: Reading Skills Exam Prep - Unit 5		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.J	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG101 - 9th Grade Language Arts A 003 Hit the Ground Running: In the Beginning: Writing Activity - Reflection Writing Practice 007 Hit the Ground Running: The Value of Information: Writing Activity - Reflection Writing Practice 011 Hit the Ground Running: Sound Structures: Writing Activity - Reflection Writing Practice 015 Hit the Ground Running: Analyzing Organizing: Writing Activity - Reflection Writing Practice 019 Hit the Ground Running: Unit 1 Exam Prep: Writing Activity - Reflection Writing Practice 033 A World of Possibilities: Character Study: Writing Skill - My Memoir: Setting 034 A World of Possibilities: Character Study: Writing Activity - My Memoir: Planning the Setting 044		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG101 - 9th Grade Language Arts A 021 A World of Possibilities: Literary Minds: Language Skill - Reference Sources 041 A World of Possibilities: Unit 2 Exam Prep: Language Skills Exam Prep 056 Halfway Home: What It All Means: Language Skill - Context Clues & Word Function 057 Halfway Home: What It All Means: Reading Skill - Explicit Meaning and Evidence in Informational Text 062 Halfway Home: Between the Lines: Reading Skill - Evidence and Inferences in Informational Text 066 Halfway Home: Unit 3 Exam Prep: Language Skills Exam Prep 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 096 The Home Stretch: Presenting Art: Language Skill - Domain- Specific Words and Dialect 107 The Home Stretch: Presenting Information: Reading Skill - Comparing Informational Accounts in Different Mediums 112 The Home Stretch		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.9-10.L	Read and comprehend literary non-fiction and informational text on grade level reading independently and proficiently.	Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently. ENG201 - Intermediate Rhetoric and Composition 028 Narrative Nonfiction: Personal Narrative and Narrative Nonfiction: Reading Strategy: Narrative Nonfiction 037 Narrative Nonfiction: Narrative Nonfiction Review: Reading Strategy: Review Unit 1 165 Literary Elements & Organizational Patterns: True Suspense: Reading Strategy: Suspense in Nonfiction 175 Literary Elements & Organizational Patterns: Synthesizing Information: Reading Strategy: Review Unit 4 248 Applied Research: Applying Skills and Strategies: Reading Strategy: Review Part One 252 Applied Research: Truth Reading and Writing: Reading Strategy Review: Part Two		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.A	Determine a theme or central idea of a text and analyze in detail its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ENG101 - 9th Grade Language Arts A</p> <p>022 A World of Possibilities: Literary Minds: Reading Skill - Themes and Central Ideas in Literary Text</p> <p>027 A World of Possibilities: Summing It Up: Reading Skill - Objective Summaries of Literary Texts</p> <p>037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters</p> <p>042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep</p> <p>047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text</p> <p>050 Halfway Home: Extracting Evidence: Discussion Board - In Their Shoes</p> <p>052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text</p> <p>055 Halfway Home: Hidden Meanings: Discussion Board - In Their Shoes</p> <p>067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 072</p>	<p>D.1 Match the quotations with their themes D.2 Analyze short stories: set 1 D.3 Analyze short stories: set 2 H.3 Identify supporting evidence in a text A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 D.2 Analyze short stories: set 1 D.3 Analyze short stories: set 2</p>	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>ENG101 - 9th Grade Language Arts A</p> <p>022 A World of Possibilities: Literary Minds: Reading Skill - Themes and Central Ideas in Literary Text 027 A World of Possibilities: Summing It Up: Reading Skill - Objective Summaries of Literary Texts</p> <p>035 A World of Possibilities: Character Study: Discussion Board - My Opinion</p> <p>037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters</p> <p>042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep</p> <p>047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text</p> <p>050 Halfway Home: Extracting Evidence: Discussion Board - In Their Shoes</p> <p>052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text</p> <p>055 Halfway Home: Hidden Meanings: Discussion Board - In Their Shoes</p> <p>067</p>	D.2 Analyze short stories: set 1 D.3 Analyze short stories: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.C	Analyze how complex characters develop over the course of a text interact with other characters and advance the plot or develop the theme.	<p>Analyze how complex characters develop over the course of a text interact with other characters and advance the plot or develop the theme.</p> <p>ENG101 - 9th Grade Language Arts A 022 A World of Possibilities: Literary Minds: Reading Skill - Themes and Central Ideas in Literary Text</p> <p>027 A World of Possibilities: Summing It Up: Reading Skill - Objective Summaries of Literary Texts</p> <p>032 A World of Possibilities: Character Study: Reading Skill - Describing Characters</p> <p>037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters</p> <p>042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep</p> <p>047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text</p> <p>050 Halfway Home: Extracting Evidence: Discussion Board - In Their Shoes</p> <p>052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text</p> <p>055 Halfway Home: Hidden Meanings: Discussion Board - In Their Shoes</p> <p>067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 073</p>	D.1 Match the quotations with their themes E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.D	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. ENG101 - 9th Grade Language Arts A 032 A World of Possibilities: Character Study: Reading Skill - Describing Characters 037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters 042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep 047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text 052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 100 The Home Stretch: Presenting Art: Discussion Board - In Their Shoes 102 The Home Stretch: Making the Most of Mediums: Reading Skill - Analyzing Different Mediums for Artistic Works 117 The Home Stretch: Unit 5 Exam Prep: Reading Skills Exam Prep 128 That's a Wrap!: Reviewing the Course Part 2: Reading Skill Exam Prep: Unit 2 135 That's a Wrap!: Reviewing the Course Part 3	E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.E	Analyze how an author's choices concerning how to structure a text order events within it and manipulate time create an effect.	Analyze how an author's choices concerning how to structure a text order events within it and manipulate time create an effect. ENG101 - 9th Grade Language Arts A 010 Hit the Ground Running: Sound Structures: Reading Skill - Organizational Structures 018 Hit the Ground Running: Unit 1 Exam Prep: Reading Skills Exam Prep 022 A World of Possibilities: Literary Minds: Reading Skill - Themes and Central Ideas in Literary Text 027 A World of Possibilities: Summing It Up: Reading Skill - Objective Summaries of Literary Texts 037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters 042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep 047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text 052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 072 Rewarding Road: Nuances of Language: Reading Skill - Figurative and Connotative	D.2 Analyze short stories: set 1 D.3 Analyze short stories: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.F	Analyze how words and phrases shape meaning and tone in texts.	Analyze how words and phrases shape meaning and tone in texts. ENG101 - 9th Grade Language Arts A 057 Halfway Home: What It All Means: Reading Skill - Explicit Meaning and Evidence in Informational Text 062 Halfway Home: Between the Lines: Reading Skill - Evidence and Inferences in Informational Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 096 The Home Stretch: Presenting Art: Language Skill - Domain- Specific Words and Dialect 107 The Home Stretch: Presenting Information: Reading Skill - Comparing Informational Accounts in Different Mediums 112 The Home Stretch: Complex Portrayals: Reading Skill - Analyzing Portrayals in Different Mediums 116 The Home Stretch: Unit 5 Exam Prep: Language Skills Exam Prep 117 The Home Stretch: Unit 5 Exam Prep: Reading Skills Exam Prep 124 That's a Wrap!: Reviewing the Course Part 1: Reading Skill Exam Prep: Unit 1 132 That's a Wrap!: Reviewing the Course Part 3: Language Skill Exam Prep: Unit 5 135 That's a Wrap!: Reviewing the Course Part 3	B.4 Compare passages for tone C.2 Interpret the meaning of allusions C.3 Identify the source of allusions C.4 Interpret figures of speech C.5 Classify figures of speech: euphemism hyperbole oxymoron paradox C.6 Classify figures of speech: review E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.G	Analyze the representation of a subject or a key scene in two different artistic mediums including what is emphasized or absent in each treatment.	Analyze the representation of a subject or a key scene in two different artistic mediums including what is emphasized or absent in each treatment. ENG101 - 9th Grade Language Arts A 047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 073 Rewarding Road: Nuances of Language: Writing Skill - My Literary Analysis: Introduction to Writing Project 074 Rewarding Road: Nuances of Language: Writing Activity - My Literary Analysis: Understanding Literary Analysis 097 The Home Stretch: Presenting Art: Reading Skill - Different Mediums for Artistic Works 102 The Home Stretch: Making the Most of Mediums: Reading Skill - Analyzing Different Mediums for Artistic Works 117 The Home Stretch: Unit 5 Exam Prep: Reading Skills Exam Prep 120 The Home Stretch: Unit 5 Exam Prep: Discussion Board - Reflection/Personal Writing 129 That's a Wrap!: Reviewing the Course Part 2: Writing Skill Exam Prep: Literary Analysis Essay	I.1 Compare illustrations of literary and historical subjects	

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PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.H	Analyze how an author draws on and transforms themes topics character types and/or other text elements from source material in a specific work.	Analyze how an author draws on and transforms themes topics character types and/or other text elements from source material in a specific work. ENG101 - 9th Grade Language Arts A 010 Hit the Ground Running: Sound Structures: Reading Skill - Organizational Structures 018 Hit the Ground Running: Unit 1 Exam Prep: Reading Skills Exam Prep 072 Rewarding Road: Nuances of Language: Reading Skill - Figurative and Connotative Language 073 Rewarding Road: Nuances of Language: Writing Skill - My Literary Analysis: Introduction to Writing Project 074 Rewarding Road: Nuances of Language: Writing Activity - My Literary Analysis: Understanding Literary Analysis 077 Rewarding Road: Tone Poem: Reading Skill - Word Choice Mood and Tone 078 Rewarding Road: Tone Poem: Writing Skill - My Literary Analysis: Close Reading 088 Rewarding Road: Culture Club: Writing Skill - My Literary Analysis: Supporting Analysis with Textual Evidence 089 Rewarding Road: Culture Club: Writing Activity - My Literary Analysis		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG101 - 9th Grade Language Arts A 021 A World of Possibilities: Literary Minds: Language Skill - Reference Sources 041 A World of Possibilities: Unit 2 Exam Prep: Language Skills Exam Prep 056 Halfway Home: What It All Means: Language Skill - Context Clues & Word Function 057 Halfway Home: What It All Means: Reading Skill - Explicit Meaning and Evidence in Informational Text 062 Halfway Home: Between the Lines: Reading Skill - Evidence and Inferences in Informational Text 066 Halfway Home: Unit 3 Exam Prep: Language Skills Exam Prep 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 096 The Home Stretch: Presenting Art: Language Skill - Domain- Specific Words and Dialect 107 The Home Stretch: Presenting Information: Reading Skill - Comparing Informational Accounts in Different Mediums 112 The Home Stretch: Complex	O.1 Word pattern analogies O.2 Word pattern sentences V.3 Use dictionary entries to determine correct usage C.2 Interpret the meaning of allusions C.4 Interpret figures of speech R.2 Use context as a clue to the meanings of foreign expressions U.1 Determine the meaning of words using synonyms in context U.2 Determine the meaning of words using antonyms in context U.3 Use context to identify the meaning of a word V.1 Use dictionary entries V.2 Use dictionary definitions V.4 Use thesaurus entries	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG101 - 9th Grade Language Arts A 047 Halfway Home: Extracting Evidence: Reading Skill - Evidence and Explicit Meaning in Literary Text 052 Halfway Home: Hidden Meanings: Reading Skill - Inferences and Evidence in Literary Text 067 Halfway Home: Unit 3 Exam Prep: Reading Skills Exam Prep 072 Rewarding Road: Nuances of Language: Reading Skill - Figurative and Connotative Language 077 Rewarding Road: Tone Poem: Reading Skill - Word Choice Mood and Tone 082 Rewarding Road: In Your Eyes: Reading Skill - Author's Perspective 087 Rewarding Road: Culture Club: Reading Skill - Cultural Perspective in World Literature 092 Rewarding Road: Unit 4 Exam Prep: Reading Skills Exam Prep 096 The Home Stretch: Presenting Art: Language Skill - Domain- Specific Words and Dialect 097 The Home Stretch: Presenting Art: Reading	C.2 Interpret the meaning of allusions C.4 Interpret figures of speech E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.9-10.K	Read and comprehend literary fiction on grade level reading independently and proficiently.	Read and comprehend literary fiction on grade level reading independently and proficiently. ENG201 - Intermediate Rhetoric and Composition 028 Narrative Nonfiction: Personal Narrative and Narrative Nonfiction: Reading Strategy: Narrative Nonfiction 037 Narrative Nonfiction: Narrative Nonfiction Review: Reading Strategy: Review Unit 1 165 Literary Elements & Organizational Patterns: True Suspense: Reading Strategy: Suspense in Nonfiction 175 Literary Elements & Organizational Patterns: Synthesizing Information: Reading Strategy: Review Unit 4 248 Applied Research: Applying Skills and Strategies: Reading Strategy: Review Part One 252 Applied Research: Truth Reading and Writing: Reading Strategy Review: Part Two	A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 D.2 Analyze short stories: set 1 D.3 Analyze short stories: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.A	Write informative/ explanatory texts to examine and convey complex ideas concepts and information clearly and accurately.	<p>Write informative/explanatory texts to examine and convey complex ideas concepts and information clearly and accurately.</p> <p>ENG101 - 9th Grade Language Arts A</p> <p>011 Hit the Ground Running: Sound Structures: Writing Activity - Reflection Writing Practice</p> <p>073 Rewarding Road: Nuances of Language: Writing Skill - My Literary Analysis: Introduction to Writing Project</p> <p>074 Rewarding Road: Nuances of Language: Writing Activity - My Literary Analysis: Understanding Literary Analysis</p> <p>079 Rewarding Road: Tone Poem: Writing Activity - My Literary Analysis: Closely Reading a Literary Text</p> <p>129 That's a Wrap!: Reviewing the Course Part 2: Writing Skill Exam Prep: Literary Analysis Essay</p> <p>ENG202 - English 10B World Literature</p> <p>006 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Project: Focusing Your Research</p> <p>007 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Activity</p> <p>072 Central Asia: Determining Explicit and Implicit Ideas in Ancient Flood Stories: Writing Project: Taking Effective Notes</p> <p>07</p>	<p>S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely H.6 Transition logically between claims evidence analysis and counterclaims K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea</p>	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.B	Write with a sharp distinct focus identifying topic task and audience.	<p>Write with a sharp distinct focus identifying topic task and audience.</p> <p>ENG101 - 9th Grade Language Arts A</p> <p>011 Hit the Ground Running: Sound Structures: Writing Activity - Reflection Writing Practice</p> <p>088 Rewarding Road: Culture Club: Writing Skill - My Literary Analysis: Supporting Analysis with Textual Evidence</p> <p>089 Rewarding Road: Culture Club: Writing Activity - My Literary Analysis: Finding Textual Evidence</p> <p>103 The Home Stretch: Making the Most of Mediums: Writing Skill - My Literary Analysis: Body Paragraphs</p> <p>104 The Home Stretch: Making the Most of Mediums: Writing Activity - My Literary Analysis: Body Paragraphs</p> <p>108 The Home Stretch: Presenting Information: Writing Skill - My Literary Analysis: Conclusion</p> <p>109 The Home Stretch: Presenting Information: Writing Activity - My Literary Analysis: Conclusion</p> <p>129 That's a Wrap!: Reviewing the Course Part 2: Writing Skill Exam Prep: Literary Analysis Essay</p> <p>133 That's a Wrap!: Reviewing the Course Part 3: Writing Skill Exam Prep: Literary Analysis Essay</p> <p>ENG202</p>	<p>S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely H.6 Transition logically between claims evidence analysis and counterclaims K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea</p>	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.C	Develop and analyze the topic with relevant well-chosen and sufficient facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Develop and analyze the topic with relevant well-chosen and sufficient facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. ENG202 - English 10B World Literature 006 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Project: Focusing Your Research 007 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Activity 014 Africa: Analyzing Central Ideas and Themes in Nigerian Folktales : Writing Activity 024 Africa: Understanding Characters in South African Stories: Writing Project: Writing Effective Paragraphs 030 Africa: Interpreting Direct and Indirect Characterization in South African Literature: Writing Project: Summarizing a Text 031 Africa: Interpreting Direct and Indirect Characterization in South African Literature: Writing Activity 040 Greece: Analyzing Pacing Flashback and Structure in Antigone	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely H.6 Transition logically between claims evidence analysis and counterclaims K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.D	Organize ideas concepts and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	Organize ideas concepts and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. ENG101 - 9th Grade Language Arts A 011 Hit the Ground Running: Sound Structures: Writing Activity - Reflection Writing Practice 093 Rewarding Road: Unit 4 Exam Prep: Writing Skill - My Literary Analysis: Organization and Thesis Statement 094 Rewarding Road: Unit 4 Exam Prep: Writing Activity - My Literary Analysis: Creating an Outline and Thesis Statement 103 The Home Stretch: Making the Most of Mediums: Writing Skill - My Literary Analysis: Body Paragraphs 104 The Home Stretch: Making the Most of Mediums: Writing Activity - My Literary Analysis: Body Paragraphs 108 The Home Stretch: Presenting Information: Writing Skill - My Literary Analysis: Conclusion 109 The Home Stretch: Presenting Information: Writing Activity - My Literary Analysis	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely H.6 Transition logically between claims evidence analysis and counterclaims K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.E	<p>Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>		<p>M.1 Use the correct frequently confused word M.2 Identify and correct errors with frequently confused words M.3 Identify and correct errors with frequently confused pronouns and contractions M.4 Correct errors with commonly misspelled words Q.1 Use the correct homophone Q.2 Identify and correct errors with homophones Y.1 Form and use plurals: review DD.2 Form and use comparative and superlative adjectives DD.4 Form and use comparative and superlative adverbs KK.1 Identify and correct errors with plural and possessive nouns KK.2 Identify and correct errors with compound and joint possession K.1 Transitions with conjunctive adverbs II.1 Use semicolons and commas to separate clauses II.2 Use semicolons colons and commas with lists</p>	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG101 - 9th Grade Language Arts A 001 Hit the Ground Running: In the Beginning: Language Skill - Word Roots 004 Hit the Ground Running: In the Beginning: Discussion Board - Getting to Know You 005 Hit the Ground Running: The Value of Information: Language Skill - Vocabulary 008 Hit the Ground Running: The Value of Information: Discussion Board - Getting to Know You 009 Hit the Ground Running: Sound Structures: Language Skill - Parts of Speech & Patterns of Word Change 012 Hit the Ground Running: Sound Structures: Discussion Board - Writing and Evaluating Objective Summaries 013 Hit the Ground Running: Analyzing Organizing: Language Skill - Vocabulary 016 Hit the Ground Running: Analyzing Organizing: Discussion Board - Writing and Evaluating Objective Summaries 017 Hit the Ground Running: Unit 1 Exam Prep: Language Skills Exam Prep 020 Hit the Ground Running: Unit 1 Exam	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely H.6 Transition logically between claims evidence analysis and counterclaims K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.G	Write arguments to support claims in an analysis of substantive topics.	Write arguments to support claims in an analysis of substantive topics. ENG102 - 9th Grade Language Arts B 076 Opposing Thoughts: Forming an Argument: Writing Skill - Developing A Claim for Your Argument Essay 077 Opposing Thoughts: Forming an Argument: Writing Activity - Brainstorming a Claim for Your Argument Essay 078 Opposing Thoughts: Forming an Argument: Discussion Board - My Opinion 081 Opposing Thoughts: Listening to Reason: Writing Skill - Developing a Counterargument for Your Argument Essay 082 Opposing Thoughts: Listening to Reason: Writing Activity - Developing a Counterargument for Your Argument Essay 086 Opposing Thoughts: Weighing the Evidence: Writing Skill - Developing Reasons for Your Argument Essay 087 Opposing Thoughts: Weighing the Evidence: Writing Activity - Developing Reasons That Support the Claim of Your Argument Essay 091 Opposing Thoughts: Evaluating the Argument: Writing Skill - Finding Evidence for Your Argument Essay 092 Opposing Thoughts: Evaluating the Argument	F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions	

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PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.H	Write with a sharp distinct focus identifying topic task and audience. • Introduce the precise claim.		F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions	

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PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.I	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ENG102 - 9th Grade Language Arts B 076 Opposing Thoughts: Forming an Argument: Writing Skill - Developing A Claim for Your Argument Essay 077 Opposing Thoughts: Forming an Argument: Writing Activity - Brainstorming a Claim for Your Argument Essay 078 Opposing Thoughts: Forming an Argument: Discussion Board - My Opinion 081 Opposing Thoughts: Listening to Reason: Writing Skill - Developing a Counterargument for Your Argument Essay 082 Opposing Thoughts: Listening to Reason: Writing Activity - Developing a Counterargument for Your Argument Essay 086 Opposing Thoughts: Weighing the Evidence: Writing Skill - Developing Reasons for Your Argument Essay 087 Opposing Thoughts: Weighing the Evidence: Writing Activity - Developing Reasons That Support the Claim of Your Argument	F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions	

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PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.J	Create organization that establishes clear relationships among claim(s) counterclaims reasons and evidence; Use words phrases and clauses to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Create organization that establishes clear relationships among claim(s) counterclaims reasons and evidence; use words phrases and clauses to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. ENG102 - 9th Grade Language Arts B 081 Opposing Thoughts: Listening to Reason: Writing Skill - Developing a Counterargument for Your Argument Essay 082 Opposing Thoughts: Listening to Reason: Writing Activity - Developing a Counterargument for Your Argument Essay 096 Opposing Thoughts: Unit 4 Exam Prep: Writing Skill - Outlining Your Argument Essay 097 Opposing Thoughts: Unit 4 Exam Prep: Writing Activity - Outlining Your Argument Essay 106 Famous Thoughts: Tone Soul Evolution: Writing Skill - Writing the Body of Your Argument Essay 107 Famous Thoughts: Tone Soul Evolution: Writing Activity	F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.K	<p>Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>		<p>F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.3 Compare passages for subjective and objective tone H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies K.1 Transitions with conjunctive adverbs EE.1 Use the correct pair of correlative conjunctions</p>	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG101 - 9th Grade Language Arts A 001 Hit the Ground Running: In the Beginning: Language Skill - Word Roots 004 Hit the Ground Running: In the Beginning: Discussion Board - Getting to Know You 005 Hit the Ground Running: The Value of Information: Language Skill - Vocabulary 008 Hit the Ground Running: The Value of Information: Discussion Board - Getting to Know You 009 Hit the Ground Running: Sound Structures: Language Skill - Parts of Speech & Patterns of Word Change 012 Hit the Ground Running: Sound Structures: Discussion Board - Writing and Evaluating Objective Summaries 013 Hit the Ground Running: Analyzing Organizing: Language Skill - Vocabulary 016 Hit the Ground Running: Analyzing Organizing: Discussion Board - Writing and Evaluating Objective Summaries 017 Hit the Ground Running: Unit 1 Exam Prep: Language Skills Exam Prep 020 Hit the Ground Running: Unit 1 Exam Prep	M.1 Use the correct frequently confused word M.2 Identify and correct errors with frequently confused words M.3 Identify and correct errors with frequently confused pronouns and contractions M.4 Correct errors with commonly misspelled words Q.1 Use the correct homophone Q.2 Identify and correct errors with homophones Y.1 Form and use plurals: review DD.2 Form and use comparative and superlative adjectives DD.4 Form and use comparative and superlative adverbs KK.1 Identify and correct errors with plural and possessive nouns KK.2 Identify and correct errors with compound and joint possession K.1 Transitions with conjunctive adverbs II.1 Use semicolons and commas to separate clauses II.2 Use semicolons colons and commas with lists	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.M	Write narratives to develop real or imagined experiences or events.	<p>Write narratives to develop real or imagined experiences or events.</p> <p>ENG101 - 9th Grade Language Arts A</p> <p>003 Hit the Ground Running: In the Beginning: Writing Activity - Reflection Writing Practice</p> <p>007 Hit the Ground Running: The Value of Information: Writing Activity - Reflection Writing Practice</p> <p>015 Hit the Ground Running: Analyzing Organizing: Writing Activity - Reflection Writing Practice</p> <p>019 Hit the Ground Running: Unit 1 Exam Prep: Writing Activity - Reflection Writing Practice</p> <p>045 A World of Possibilities: Unit 2 Exam Prep: Discussion Board - Reflection/Personal Writing</p> <p>048 Halfway Home: Extracting Evidence: Writing Skill - My Memoir: Drafting the Introduction</p> <p>049 Halfway Home: Extracting Evidence: Writing Activity - My Memoir: Writing the Introduction</p> <p>053 Halfway Home: Hidden Meanings: Writing Skill - My Memoir: Drafting the Narrative</p> <p>054 Halfway Home: Hidden Meanings: Writing Activity - My Memoir: Drafting the Narrative</p> <p>058 Halfway Home: What It All Means: Writing Skill - My Memoir: Drafting the Conclusion</p>	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely C.1 Identify the narrative point of view	

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PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.N	Engage and orient the reader by setting out a problem situation or observation establishing one or multiple points of view and introducing a narrator and/or characters.	Engage and orient the reader by setting out a problem situation or observation establishing one or multiple points of view and introducing a narrator and/or characters. ENG101 - 9th Grade Language Arts A 003 Hit the Ground Running: In the Beginning: Writing Activity - Reflection Writing Practice 007 Hit the Ground Running: The Value of Information: Writing Activity - Reflection Writing Practice 015 Hit the Ground Running: Analyzing Organizing: Writing Activity - Reflection Writing Practice 019 Hit the Ground Running: Unit 1 Exam Prep: Writing Activity - Reflection Writing Practice 028 A World of Possibilities: Summing It Up: Writing Skill - My Memoir: Plot 029 A World of Possibilities: Summing It Up: Writing Activity - My Memoir: Planning the Plot 038 A World of Possibilities: People Skills: Writing Skill - My Memoir: Characters and Dialogue 039 A World of Possibilities: People Skills: Writing Activity - My Memoir: Planning Characters 044 A World of Possibilities: Unit 2 Exam Prep: Writing Activity - My Memoir	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely C.1 Identify the narrative point of view	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.O	Use narrative techniques such as dialogue description reflection multiple plot lines and pacing to develop experiences events and/or characters; use precise words and phrases telling details and sensory language to convey a vivid picture of the experiences events settings and/or characters.	Use narrative techniques such as dialogue description reflection multiple plotlines and pacing to develop experiences events and/or characters; use precise words and phrases telling details and sensory language to convey a vivid picture of the experiences events settings and/or characters. ENG101 - 9th Grade Language Arts A 003 Hit the Ground Running: In the Beginning: Writing Activity - Reflection Writing Practice 007 Hit the Ground Running: The Value of Information: Writing Activity - Reflection Writing Practice 015 Hit the Ground Running: Analyzing Organizing: Writing Activity - Reflection Writing Practice 019 Hit the Ground Running: Unit 1 Exam Prep: Writing Activity - Reflection Writing Practice 033 A World of Possibilities: Character Study: Writing Skill - My Memoir: Setting 034 A World of Possibilities: Character Study: Writing Activity - My Memoir: Planning the Setting 038 A World of Possibilities: People Skills: Writing Skill - My Memoir: Characters and Dialogue 039 A World of Possibilities	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely C.1 Identify the narrative point of view	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.P	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced observed or resolved over the course of the narrative.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced observed or resolved over the course of the narrative. ENG101 - 9th Grade Language Arts A 003 Hit the Ground Running: In the Beginning: Writing Activity - Reflection Writing Practice 007 Hit the Ground Running: The Value of Information: Writing Activity - Reflection Writing Practice 015 Hit the Ground Running: Analyzing Organizing: Writing Activity - Reflection Writing Practice 019 Hit the Ground Running: Unit 1 Exam Prep: Writing Activity - Reflection Writing Practice 028 A World of Possibilities: Summing It Up: Writing Skill - My Memoir: Plot 029 A World of Possibilities: Summing It Up: Writing Activity - My Memoir: Planning the Plot 044 A World of Possibilities: Unit 2 Exam Prep: Writing Activity - My Memoir: Planning Description and Details 045 A World of Possibilities	S.1 Choose the word whose connotation and denotation best match the sentence S.2 Use words accurately and precisely C.1 Identify the narrative point of view	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.Q	Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.		K.3 Identify sentences with parallel structure K.4 Use parallel structure X.2 Identify prepositional phrases X.3 Identify appositives and appositive phrases X.4 Identify dependent and independent clauses X.5 Is the sentence simple compound complex or compound-complex? X.6 Combine sentences using relative clauses AA.3 Identify participles and what they modify AA.4 Identify gerunds and their functions AA.5 Identify infinitives and infinitive phrases	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG101 - 9th Grade Language Arts A 001 Hit the Ground Running: In the Beginning: Language Skill - Word Roots 004 Hit the Ground Running: In the Beginning: Discussion Board - Getting to Know You 005 Hit the Ground Running: The Value of Information: Language Skill - Vocabulary 008 Hit the Ground Running: The Value of Information: Discussion Board - Getting to Know You 009 Hit the Ground Running: Sound Structures: Language Skill - Parts of Speech & Patterns of Word Change 012 Hit the Ground Running: Sound Structures: Discussion Board - Writing and Evaluating Objective Summaries 013 Hit the Ground Running: Analyzing Organizing: Language Skill - Vocabulary 016 Hit the Ground Running: Analyzing Organizing: Discussion Board - Writing and Evaluating Objective Summaries 017 Hit the Ground Running: Unit 1 Exam Prep: Language Skills Exam Prep 020 Hit the Ground Running: Unit 1 Exam Prep	M.1 Use the correct frequently confused word M.2 Identify and correct errors with frequently confused words M.3 Identify and correct errors with frequently confused pronouns and contractions M.4 Correct errors with commonly misspelled words Q.1 Use the correct homophone Q.2 Identify and correct errors with homophones Y.1 Form and use plurals: review DD.2 Form and use comparative and superlative adjectives DD.4 Form and use comparative and superlative adverbs KK.1 Identify and correct errors with plural and possessive nouns KK.2 Identify and correct errors with compound and joint possession K.1 Transitions with conjunctive adverbs II.1 Use semicolons and commas to separate clauses II.2 Use semicolons colons and commas with lists	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction.	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction. ENG101 - 9th Grade Language Arts A 006 Hit the Ground Running: The Value of Information: Reading Skill - Objective Summaries of Informational Texts 012 Hit the Ground Running: Sound Structures: Discussion Board - Writing and Evaluating Objective Summaries 018 Hit the Ground Running: Unit 1 Exam Prep: Reading Skills Exam Prep 027 A World of Possibilities: Summing It Up: Reading Skill - Objective Summaries of Literary Texts 028 A World of Possibilities: Summing It Up: Writing Skill - My Memoir: Plot 035 A World of Possibilities: Character Study: Discussion Board - My Opinion 037 A World of Possibilities: People Skills: Reading Skill - Analyzing Characters 040 A World of Possibilities: People Skills: Discussion Board - My Opinion 042 A World of Possibilities: Unit 2 Exam Prep: Reading Skills Exam Prep 045 A World of Possibilities: Unit 2	A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 B.4 Compare passages for tone D.2 Analyze short stories: set 1 D.3 Analyze short stories: set 2	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.T	Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ENG101 - 9th Grade Language Arts A 024 A World of Possibilities: Literary Minds: Writing Skill - My Memoir: Introduction to Writing Project 025 A World of Possibilities: Literary Minds: Writing Activity - My Memoir: Choosing a Topic 028 A World of Possibilities: Summing It Up: Writing Skill - My Memoir: Plot 029 A World of Possibilities: Summing It Up: Writing Activity - My Memoir: Planning the Plot 033 A World of Possibilities: Character Study: Writing Skill - My Memoir: Setting 034 A World of Possibilities: Character Study: Writing Activity - My Memoir: Planning the Setting 038 A World of Possibilities: People Skills: Writing Skill - My Memoir: Characters and Dialogue 039 A World of Possibilities: People Skills: Writing Activity - My Memoir: Planning Characters 043 A World of Possibilities: Unit 2 Exam Prep: Writing	M.7 Suggest appropriate revisions	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.U	Use technology including the Internet to produce publish and update individual or shared writing products taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology including the Internet to produce publish and update individual or shared writing products taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ENG202 - English 10B World Literature 064 Greece: Unit Review: Antigone: Writing Activity 065 Greece: Unit Review: Antigone: Writing Project: Character Analysis Essay - Edit Final Draft ENG201 - Intermediate Rhetoric and Composition 041 Narrative Nonfiction: Narrative Nonfiction Review: Project 1 Submission 088 The Art of Argument: Argumentation Review: Writing Workshop 2.5 090 The Art of Argument: Argumentation Review: Project 2 Submission 138 Journalism & Other Forms of Communication: Media Review: Writing Workshop 3.5 221 Research & Interviews: Revising & Publishing a Research Paper: Writing Workshop 5.5 223 Research & Interviews: Revising & Publishing a Research Paper: Project 5		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.V	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. ENG202 - English 10B World Literature 006 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Project: Focusing Your Research 007 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Activity 030 Africa: Interpreting Direct and Indirect Characterization in South African Literature: Writing Project: Summarizing a Text 072 Central Asia: Determining Explicit and Implicit Ideas in Ancient Flood Stories: Writing Project: Taking Effective Notes 073 Central Asia: Determining Explicit and Implicit Ideas in Ancient Flood Stories: Writing Activity 095 Central Asia: Analyzing Conflict and Structure in a Short Story and Poem from India: Writing Activity ENG102 - 9th Grade Language Arts B 003 First Thoughts		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.W	Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and following a standard format for citation. ENG202 - English 10B World Literature 007 Africa: Identify Central Ideas in Ancient Egyptian Texts: Writing Activity 072 Central Asia: Determining Explicit and Implicit Ideas in Ancient Flood Stories: Writing Project: Taking Effective Notes 073 Central Asia: Determining Explicit and Implicit Ideas in Ancient Flood Stories: Writing Activity 095 Central Asia: Analyzing Conflict and Structure in a Short Story and Poem from India: Writing Activity 096 Central Asia: Analyzing Conflict and Structure in a Short Story and Poem from India: Writing Project: Citing Sources ENG102 - 9th Grade Language Arts B 003 First Thoughts: Introducing 9B!: Research Skills for Writing - Research Questions	A.1 Determine the main idea H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text N.1 Recognize the parts of a Works Cited entry (MLA 7th edition) N.2 Understand a Works Cited entry (MLA 7th edition) N.3 Recognize the parts of a Works Cited entry (MLA 8th edition) N.4 Use in-text citations (MLA 7th–8th editions) N.5 Identify plagiarism	

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.9-10.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	<p>Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.</p> <p>ENG101 - 9th Grade Language Arts A</p> <p>003 Hit the Ground Running: In the Beginning: Writing Activity - Reflection Writing Practice</p> <p>007 Hit the Ground Running: The Value of Information: Writing Activity - Reflection Writing Practice</p> <p>011 Hit the Ground Running: Sound Structures: Writing Activity - Reflection Writing Practice</p> <p>012 Hit the Ground Running: Sound Structures: Discussion Board - Writing and Evaluating Objective Summaries</p> <p>015 Hit the Ground Running: Analyzing Organizing: Writing Activity - Reflection Writing Practice</p> <p>019 Hit the Ground Running: Unit 1 Exam Prep: Writing Activity - Reflection Writing Practice</p> <p>024 A World of Possibilities: Literary Minds: Writing Skill - My Memoir: Introduction to Writing Project</p> <p>025 A World of Possibilities: Literary Minds: Writing Activity - My Memoir: Choosing</p>		
CC.1.5.9-10.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics texts and issues building on others' ideas and expressing their own clearly and persuasively.			

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.9-10.B	Evaluate a speaker's perspective reasoning and use of evidence and rhetoric identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's perspective reasoning and use of evidence and rhetoric identifying any fallacious reasoning or exaggerated or distorted evidence. ENG102 - 9th Grade Language Arts B 066 Clear Thoughts: Art of Persuasion: Speaking & Listening Skill - Evaluating a Speaker's Delivery 067 Clear Thoughts: Art of Persuasion: Speaking & Listening Activity - Evaluating the Speaker's Delivery 071 Clear Thoughts: Unit 3 Exam Prep: Speaking & Listening Skill - Determine Point of View 072 Clear Thoughts: Unit 3 Exam Prep: Speaking & Listening Activity - Determining the Speaker's Point of View in Chapter 12 of Anthem Extension Lesson: Creating Giving Presentations ENG101 - 9th Grade Language Arts A 002 Hit the Ground Running: In the Beginning: Reading Skill - Central Ideas in Informational Text 006 Hit the Ground Running: The Value of Information: Reading Skill - Objective Summaries of Informational Texts 010 Hit the Ground Running: Sound Structures: Reading Skill - Organizational Structures 014 Hit the Ground Running		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.9-10.C	Integrate multiple sources of information presented in diverse media or formats (e.g. visually quantitatively orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse media or formats (e.g. visually quantitatively orally) evaluating the credibility and accuracy of each source. ENG101 - 9th Grade Language Arts A Extension Lesson: Creating Giving Presentations ENG202 - English 10B World Literature Extension Lesson: Creating Giving Presentations ENG102 - 9th Grade Language Arts B 016 First Thoughts: Examine the Evidence: Writing Skill - Researching Your Sources Extension Lesson: Creating Giving Presentations ENG201 - Intermediate Rhetoric and Composition 088 The Art of Argument: Argumentation Review: Writing Workshop 2.5 090 The Art of Argument: Argumentation Review: Project 2 Submission 138 Journalism & Other Forms of Communication: Media Review: Writing Workshop 3.5 255 Extension Lesson: Creating Giving Presentations		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.9-10.D	Present information findings and supporting evidence clearly concisely and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose audience and task.	<p>Present information findings and supporting evidence clearly concisely and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose audience and task.</p> <p>ENG101 - 9th Grade Language Arts A Extension Lesson: Creating Giving Presentations</p> <p>ENG202 - English 10B World Literature Extension Lesson: Creating Giving Presentations</p> <p>ENG102 - 9th Grade Language Arts B Extension Lesson: Creating Giving Presentations ENG201 - Intermediate Rhetoric and Composition</p> <p>088 The Art of Argument: Argumentation Review: Writing Workshop 2.5</p> <p>090 The Art of Argument: Argumentation Review: Project 2 Submission</p> <p>138 Journalism & Other Forms of Communication: Media Review: Writing Workshop 3.5</p> <p>183 Research & Interviews: Understanding the Elements of an Interview: Reading Strategy: Interviews and Historical Context</p> <p>191 Research & Interviews: Drafting a Research Paper: Reading Strategy: Preparing an Interview</p> <p>199 Research & Interviews: Analyzing & Documenting Sources: Reading</p>		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.9-10.E	Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks. ENG101 - 9th Grade Language Arts A Extension Lesson: Creating Giving Presentations ENG202 - English 10B World Literature Extension Lesson: Creating Giving Presentations ENG102 - 9th Grade Language Arts B 066 Clear Thoughts: Art of Persuasion: Speaking & Listening Skill - Evaluating a Speaker's Delivery 067 Clear Thoughts: Art of Persuasion: Speaking & Listening Activity - Evaluating the Speaker's Delivery Extension Lesson: Creating Giving Presentations ENG201 - Intermediate Rhetoric and Composition 199 Research & Interviews: Analyzing & Documenting Sources: Reading Strategy: Components of an Interview 210 Research & Interviews: Conducting an Interview: Conducting an Interview Practice 216 Research & Interviews: Revising & Publishing a Research Paper: Reading Strategy: Review Unit 5 252 Applied Research: Truth Reading and Writing: Reading Strategy Review: Part Two 255 Extension Lesson: Creating Giving Presentations		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.9-10.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings reasoning and evidence.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings reasoning and evidence. ENG101 - 9th Grade Language Arts A Extension Lesson: Creating Giving Presentations ENG202 - English 10B World Literature Extension Lesson: Creating Giving Presentations ENG102 - 9th Grade Language Arts B 046 Secondary Thoughts: Unit 2 Exam Prep: Writing Skill - Using Graphics and Multimedia 048 Secondary Thoughts: Unit 2 Exam Prep: Writing Activity - Using Graphics and Multimedia Extension Lesson: Creating Giving Presentations ENG201 - Intermediate Rhetoric and Composition 255 Extension Lesson: Creating Giving Presentations		

9th/10th Grade Language Arts Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.9-10.G	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.		K.3 Identify sentences with parallel structure K.4 Use parallel structure X.2 Identify prepositional phrases X.3 Identify appositives and appositive phrases X.4 Identify dependent and independent clauses X.5 Is the sentence simple compound complex or compound-complex? X.6 Combine sentences using relative clauses AA.3 Identify participles and what they modify AA.4 Identify gerunds and their functions AA.5 Identify infinitives and infinitive phrases	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.F	Evaluate how words and phrases shape meaning and tone in texts.	<p>Evaluate how words and phrases shape meaning and tone in texts.</p> <p>ENG301 - Survey of Informational Text</p> <p>002 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Focus Skill: Analyzing Explicit and Implicit Ideas</p> <p>003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field</p> <p>004 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 1: The Bean-field</p> <p>006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief</p> <p>007 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 2: Excerpt from The Education of a Young Chief</p> <p>011 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Focus Skill: Determining Purposes and Central Ideas</p> <p>012 A Certain Shade of Green: Determining the Purposes and Central Ideas</p>	<p>B.4 Compare passages for tone C.2 Interpret the meaning of an allusion from its source C.3 Recall the source of an allusion C.4 Interpret the figure of speech C.5 Classify the figure of speech: euphemism hyperbole oxymoron paradox C.6 Classify the figure of speech: anaphora antithesis apostrophe assonance chiasmus understatement C.7 Classify the figure of speech: review C.8 Analyze the effects of figures of speech on meaning and tone E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2</p>	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. ENG302 - English 11B American Literature 007 Early America: Creation Myths: Oral Traditions 009 Early America: Creation Myths: Myth and Archetype 010 Early America: Creation Myths: Reading Selections 016 Early America: Narrative & Sermon: Reading Selections 040 American Romanticism: Mystery and the Unknown: Elements of Short Stories & Poetry 041 American Romanticism: Mystery and the Unknown: Reading Selections 042 American Romanticism: Mystery and the Unknown: The Raven Activity 1 044 American Romanticism: Mystery and the Unknown: Discussion Board 047 American Romanticism: Shades of Human Nature: The Raven Activity 2 048 American Romanticism: Shades of Human Nature: Reading Selections 056 The Civil War Era: Historical Overview 2: Project 3 061 The Civil War Era: Different Perspectives: Reading Selections 062 The Civil War Era: Different Perspectives: The Red Badge of Courage 063 The Civil War Era	D.1 Analyze short stories: set 1 D.2 Analyze short stories: set 2	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.A	Determine and analyze the relationship between two or more central ideas of a text including the development and interaction of the central ideas; provide an objective summary of the text.	<p>Determine and analyze the relationship between two or more central ideas of a text including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>ENG301 - Survey of Informational Text 055 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Writing Project: Taking Notes and Synthesizing Information</p> <p>063 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Writing Project: Using and Citing Your Sources</p> <p>ENG401 - Advanced Rhetoric and Composition 006 Screen Time: Now Is the Future: Writing Skill: Objective Summary - Introduction</p> <p>007 Screen Time: Now Is the Future: Writing Activity: Objective Summary - Introduction</p> <p>014 Screen Time: Why Hackers Hack: Writing Skill: Objective Summary - Style and Implied Meaning</p> <p>015 Screen Time: Why Hackers Hack: Writing Activity: Objective Summary - Style and Implied Meaning</p> <p>022 Screen Time: Changing the Game: Writing Skill: Objective Summary - Types of Evidence</p>	<p>A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 G.2 Identify thesis statements</p>	Yes

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.G	Analyze multiple interpretations of a story drama or poem (e.g. recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Analyze multiple interpretations of a story drama or poem (e.g. recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) ENG302 - English 11B American Literature 042 American Romanticism: Mystery and the Unknown: The Raven Activity 1 047 American Romanticism: Shades of Human Nature: The Raven Activity 2 102 Regionalism and Realism: Naturalism: Reading Selections 126 The Early 20th Century: The Harlem Renaissance: Reading Selections 128 The Early 20th Century: The Harlem Renaissance: Discussion Board 150 The 1930s and Forward: American Drama II: Bill Moyers Journal ENG402 - Exploration of British Literature 003 Heroes (The Middle Ages 400-1500): Between Paradise and the Nether World: Reading: Physiologus 013 Heroes (The Middle Ages 400-1500): Looking at It in a Different Way: Reading Skill: Comparing Literary Representations 014 Heroes (The Middle Ages 400-1500)		

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Evaluate how an author's point of view or purpose shapes the content and style of a text. ENG301 - Survey of Informational Text 003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field 004 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 1: The Bean-field 006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief 007 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 2: Excerpt from The Education of a Young Chief 011 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Focus Skill: Determining Purposes and Central Ideas 012 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Reading 1: Principles of Conservation 013 A Certain Shade of Green	B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone B.3 Identify audience and purpose E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 I.1 Identify appeals to ethos pathos and logos in advertisements I.2 Use appeals to ethos pathos and logos in persuasive writing	Yes

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of contexts and tasks. ENG301 - Survey of Informational Text 028 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Language and Writing Connection: Determining Word Choice - Part 1 034 A Certain Shade of Green: Analyzing Information in Video Presentations: Language and Writing Connection: Determining Word Choice - Part 2 076 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Vocabulary Skill: Understanding Academic Technical and Domain-Specific Vocabulary 216 Extension Lesson: Creating Giving Presentations ENG401 - Advanced Rhetoric and Composition Extension Lesson: Creating Giving Presentations ENG302 - English 11B American Literature 154 Extension Lesson: Creating Giving Presentations ENG402 - Exploration of British Literature Extension Lesson: Creating Giving Presentations		

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. ENG301 - Survey of Informational Text 020 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Vocabulary Skill: Using Word Position Function and Context Clues to Determine Meaning 024 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 1: Save the Redwoods 043 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Extended Response 2: Mindsuckers: Meet Nature's Nightmare 129 Fight For Your Right: Analyzing Constitutional Principles in Court Documents: Vocabulary Skill: Using Context Clues Position and Function to Determine Meaning ENG302 - English 11B American Literature 010 Early America: Creation Myths: Reading Selections 015 Early America: Narrative & Sermon: Strategies		

English 3 & 4 Alignments

PA Standard			
Code	PA Description	Course Location	Location (IXL)
CC.1.5.11-12.B	Evaluate how the speaker’s perspective reasoning and use of evidence and rhetoric affect the credibility of an argument through the author’s stance premises links among ideas word choice points of emphasis and tone.	Evaluate how the speaker’s perspective reasoning and use of evidence and rhetoric affect the credibility of an argument through the author’s stance premises links among ideas word choice points of emphasis and tone. ENG301 - Survey of Informational Text 030 A Certain Shade of Green: Analyzing Information in Video Presentations: Focus Skill: Analyzing Information in Different Mediums 031 A Certain Shade of Green: Analyzing Information in Video Presentations: Video: For More Wonder Rewild the World 032 A Certain Shade of Green: Analyzing Information in Video Presentations: Graphic Organizer: For More Wonder Rewild the World 033 A Certain Shade of Green: Analyzing Information in Video Presentations: Extended Response: For More Wonder Rewild the World 069 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Reading 2: Leather and Meat Without Killing Animals 071 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts	newsela

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG301 - Survey of Informational Text 005 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Extended Response 1: The Beanfield 008 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Extended Response 2: Excerpt from The Education of a Young Chief 014 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Extended Response 1: Principles of Conservation 017 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Extended Response 2: Excerpt from The Wilderness Act 024 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 1: Save the Redwoods 027 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 2: Peregrine Falcon 033 A Certain Shade of Green	Q.6 Explore words with new or contested usages Q.5 Use dictionary entries to determine correct usage Q.6 Explore words with new or contested usages	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG301 - Survey of Informational Text 005 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Extended Response 1: The Bean-field 008 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Extended Response 2: Excerpt from The Education of a Young Chief 014 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Extended Response 1: Principles of Conservation 017 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Extended Response 2: Excerpt from The Wilderness Act 024 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 1: Save the Redwoods 027 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 2: Peregrine Falcon 033 A Certain Shade of Green	Q.6 Explore words with new or contested usages Q.5 Use dictionary entries to determine correct usage Q.6 Explore words with new or contested usages	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling.	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage capitalization punctuation and spelling. ENG301 - Survey of Informational Text 005 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Extended Response 1: The Bean-field 008 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Extended Response 2: Excerpt from The Education of a Young Chief 014 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Extended Response 1: Principles of Conservation 017 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Extended Response 2: Excerpt from The Wilderness Act 024 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 1: Save the Redwoods 027 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 2: Peregrine Falcon 033 A Certain Shade of Green	Q.6 Explore words with new or contested usages Q.5 Use dictionary entries to determine correct usage Q.6 Explore words with new or contested usages	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG301 - Survey of Informational Text 020 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Vocabulary Skill: Using Word Position Function and Context Clues to Determine Meaning 034 A Certain Shade of Green: Analyzing Information in Video Presentations: Language and Writing Connection: Determining Word Choice - Part 2 057 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Vocabulary Skill: Analyzing Nuance 076 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Vocabulary Skill: Understanding Academic Technical and Domain-Specific Vocabulary 129 Fight For Your Right: Analyzing Constitutional Principles in Court Documents: Vocabulary Skill: Using Context Clues Position and Function to Determine Meaning	C.2 Interpret the meaning of an allusion from its source C.4 Interpret the figure of speech P.2 Use context as a clue to the meanings of foreign expressions S.1 Determine the meaning of words using synonyms in context S.2 Determine the meaning of words using antonyms in context S.3 Domain-specific vocabulary in context: science and technical subjects Q.5 Use dictionary entries to determine correct usage R.2 Analogies: challenge Q.5 Use dictionary entries to determine correct usage	
CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics texts and issues building on others' ideas and expressing their own clearly and persuasively.			

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.G	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually quantitatively) as well as in words in order to address a question or solve a problem.	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ENG301 - Survey of Informational Text</p> <p>045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources</p> <p>047 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Focus Skill: Evaluating Evidence</p> <p>048 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 1: Why People Oppose GMOs Even Though Science Says They Are Safe</p> <p>051 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 2: Rewilding Draws on the Past to Modify Plants</p> <p>053 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Extended Response 2: Rewilding Draws on the Past to Modify Plants</p> <p>055 She Blinded Me with Science</p>		Yes

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG301 - Survey of Informational Text 002 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Focus Skill: Analyzing Explicit and Implicit Ideas 003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field 004 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 1: The Bean-field 006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief 007 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer	M.3 Prefixes M.4 Suffixes N.1 Sort words by shared Greek or Latin roots N.2 Use Greek and Latin roots as clues to the meanings of words N.3 Use words as clues to the meanings of Greek and Latin roots N.4 Determine the meanings of Greek and Latin roots N.5 Determine the meanings of words with Greek and Latin roots P.1 Use etymologies to determine the meanings of words P.2 Use context as a clue to the meanings of foreign expressions P.3 Use the correct foreign expression Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence S.1 Determine the meaning of words using synonyms in context S.2 Determine the meaning of words using antonyms in context S.3 Domain-specific vocabulary in context: science and technical subjects	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text including the development and interaction of the themes; provide an objective summary of the text.	Determine and analyze the relationship between two or more themes or central ideas of a text including the development and interaction of the themes; provide an objective summary of the text. ENG302 - English 11B American Literature 056 The Civil War Era: Historical Overview 2: Project 3 062 The Civil War Era: Different Perspectives: The Red Badge of Courage 063 The Civil War Era: Different Perspectives: Project 3 064 The Civil War Era: Different Perspectives: Discussion Board 069 The Civil War Era: Wartime: The Red Badge of Courage 076 The Civil War Era: Poetry in Troubled Times: The Red Badge of Courage 087 Regionalism and Realism: Regionalism: Local Legends 089 Regionalism and Realism: Regionalism: Elements of Regionalism in Literature 091 Regionalism and Realism: Regionalism: The Red Badge of Courage 092 Regionalism and Realism: Regionalism: Discussion Board 097 Regionalism and Realism: Realism: The Red Badge of Courage 103 Regionalism and Realism: Naturalism: The Red Badge of Courage 116 The Early 20th	A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 D.1 Analyze short stories: set 1 D.2 Analyze short stories: set 2 D.1 Analyze short stories: set 1 D.2 Analyze short stories: set 2 H.3 Identify supporting evidence in a text	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.K	Read and comprehend literary fiction on grade level reading independently and proficiently.		A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2 D.1 Analyze short stories: set 1 D.2 Analyze short stories: set 2	
CC.1.4.11-12.V	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>ENG301 - Survey of Informational Text 045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources 047 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Focus Skill: Evaluating Evidence 048 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 1: Why People Oppose GMOs Even Though Science Says They Are Safe 051 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 2: Rewilding Draws on the Past to Modify Plants 053 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts</p>		

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.11-12.D	Present information findings and supporting evidence conveying a clear and distinct perspective; organization development substance and style are appropriate to purpose audience and task.	Present information findings and supporting evidence conveying a clear and distinct perspective; organization development substance and style are appropriate to purpose audience and task. ENG301 - Survey of Informational Text 076 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Vocabulary Skill: Understanding Academic Technical and Domain-Specific Vocabulary 216 Extension Lesson: Creating Giving Presentations ENG401 - Advanced Rhetoric and Composition 084 Going Green and Clean: Positive Power: Writing Skill: Researched Informative Essay- Introduction and Body 086 Going Green and Clean: Positive Power: Writing Activity: Researched Informative Essay- Introduction and Body 092 Going Green and Clean: The Proliferation of Plastics: Writing Skill: Researched Informative Essay- Body and Conclusion 094 Going Green and Clean: The Proliferation of Plastics: Writing Activity: Researched Informative Essay- Body and Conclusion 102 Going Green and Clean: Taking Up Space: Writing Skill		

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.C	Analyze the interaction and development of a complex set of ideas sequence of events or specific individuals over the course of the text.	Analyze the interaction and development of a complex set of ideas sequence of events or specific individuals over the course of the text. ENG301 - Survey of Informational Text 021 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Focus Skill: Analyzing Text Structure 023 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Graphic Organizer 1: Save the Redwoods 026 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Graphic Organizer 2: Peregrine Falcon 027 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 2: Peregrine Falcon 065 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Focus Skill: Analyzing Structure and Meaning 066 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Reading 1: Paying Patients for Their Tissue: The Legacy of Henrietta Lacks 067 She Blinded Me with Science: Analyzing the Structure and Meaning	E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2	Yes

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. ENG301 - Survey of Informational Text 020 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Vocabulary Skill: Using Word Position Function and Context Clues to Determine Meaning 024 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 1: Save the Redwoods 043 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Extended Response 2: Mindsuckers: Meet Nature's Nightmare 129 Fight For Your Right: Analyzing Constitutional Principles in Court Documents: Vocabulary Skill: Using Context Clues Position and Function to Determine Meaning ENG302 - English 11B American Literature 010 Early America: Creation Myths: Reading Selections 015 Early America: Narrative & Sermon: Strategies	E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 H.3 Identify supporting evidence in a text	Yes

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.F	Evaluate how words and phrases shape meaning and tone in texts.	Evaluate how words and phrases shape meaning and tone in texts. ENG301 - Survey of Informational Text 002 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Focus Skill: Analyzing Explicit and Implicit Ideas 003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field 004 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 1: The Bean-field 006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief 007 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 2: Excerpt from The Education of a Young Chief 011 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Focus Skill: Determining Purposes and Central Ideas 012 A Certain Shade of Green: Determining the Purposes and Central Ideas in Info	P.2 Use context as a clue to the meanings of foreign expressions S.1 Determine the meaning of words using synonyms in context S.2 Determine the meaning of words using antonyms in context S.3 Domain-specific vocabulary in context: science and technical subjects	Yes

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.U	Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments and information.	<p>Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments and information.</p> <p>ENG301 - Survey of Informational Text</p> <p>075 She Blinded Me with Science: Unit Review: She Blinded Me with Science: Writing Project: Incorporating Technology in Writing</p> <p>126 Back to Life Back to Reality: Unit Review: Back to Life Back to Reality: Writing Project: Instruction - Editing and Publishing a Research Paper</p> <p>127 Back to Life Back to Reality: Unit Review: Back to Life Back to Reality: Writing Project: Activity - Editing and Publishing a Research Paper</p> <p>128 Back to Life Back to Reality: Unit Review: Back to Life Back to Reality: Writing Project: Submitting Your Research Paper</p> <p>214 The World We Live In: Course Reviews and Final Exam: Writing Project Activity: Argumentative Essay: Edit and Publish</p> <p>215 The World We Live In: Course Reviews and Final Exam: Writing Project: Argumentative Essay: Upload</p> <p>ENG401 - Advanced Rhetoric</p>		

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature including how two or more texts from the same period treat similar themes or topics.	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature including how two or more texts from the same period treat similar themes or topics. ENG301 - Survey of Informational Text 003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field 006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief 011 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Focus Skill: Determining Purposes and Central Ideas 015 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Reading 2: Excerpt from The Wilderness Act ENG302 - English 11B American Literature 001 Early America: Historical Overview: America the Beautiful 016 Early America: Narrative & Sermon: Reading Selections 019 Early America: Argumentation & Poetry: Seeds		

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.T	Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ENG301 - Survey of Informational Text 028 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Language and Writing Connection: Determining Word Choice - Part 1 034 A Certain Shade of Green: Analyzing Information in Video Presentations: Language and Writing Connection: Determining Word Choice - Part 2 045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources 046 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Reflection 055 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Writing Project: Taking Notes and Synthesizing Information 056 She Blinded Me with Science	K.7 Suggest appropriate revisions	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.W	Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task purpose and audience; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task purpose and audience; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ENG301 - Survey of Informational Text 045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources 047 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Focus Skill: Evaluating Evidence 048 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 1: Why People Oppose GMOs Even Though Science Says They Are Safe 051 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 2	K.7 Suggest appropriate revisions	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole.	Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole. ENG302 - English 11B American Literature 056 The Civil War Era: Historical Overview 2: Project 3 062 The Civil War Era: Different Perspectives: The Red Badge of Courage 063 The Civil War Era: Different Perspectives: Project 3 069 The Civil War Era: Wartime: The Red Badge of Courage 070 The Civil War Era: Wartime: Project 3 076 The Civil War Era: Poetry in Troubled Times: The Red Badge of Courage 077 The Civil War Era: Poetry in Troubled Times: Project 3 091 Regionalism and Realism: Regionalism: The Red Badge of Courage 097 Regionalism and Realism: Realism: The Red Badge of Courage 103 Regionalism and Realism: Naturalism: The Red Badge of Courage 113 The Early 20th Century: Modernist Poetry: Modernism 114 The Early 20th Century: Modernist Poetry: Reading Selections 119 The Early 20th Century: Modern Fiction: Reading Selections 120 The Early 20th Century	D.1 Analyze short stories: set 1 D.2 Analyze short stories: set 2	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.X	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	<p>Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.</p> <p>ENG301 - Survey of Informational Text</p> <p>028 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Language and Writing Connection: Determining Word Choice - Part 1</p> <p>034 A Certain Shade of Green: Analyzing Information in Video Presentations: Language and Writing Connection: Determining Word Choice - Part 2</p> <p>045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources</p> <p>055 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Writing Project: Taking Notes and Synthesizing Information</p> <p>063 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Writing Project: Using and Citing Your Sources</p> <p>072 She Blinded Me with Science</p>		

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.11-12.C	Integrate multiple sources of information presented in diverse formats and media (e.g. visually quantitative orally) in order to make informed decisions and solve problems evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Integrate multiple sources of information presented in diverse formats and media (e.g. visually quantitative orally) in order to make informed decisions and solve problems evaluating the credibility and accuracy of each source and noting any discrepancies among the data. ENG401 - Advanced Rhetoric and Composition 011 Screen Time: Why Hackers Hack: Video 2: Hackers: the Internet's Immune System 013 Screen Time: Why Hackers Hack: Video: Hidden Meanings 019 Screen Time: Changing the Game: Video: The More Things Change 028 Screen Time: The Public Perils of Technology: Video: Analyzing Complex Texts 034 Screen Time: In Reality: Video 2: This Virtual Lab Will Revolutionize Science Class 038 Screen Time: In Reality: Discussion Board: Word Journal 044 Looking Inward: Feeling Blue: Video: Rhetoric and Purpose 052 Looking Inward: The Science of Self-Care: Video: Style and Content 059 Looking Inward: Encouraging Empathy: Video 2: Confessions of a Depressed Comic 061 Looking Inward: Encouraging Empathy: Video		

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.H	Write with a sharp distinct focus identifying topic task and audience. • Introduce the precise knowledgeable claim.		F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies J.1 Transitions with conjunctive adverbs H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.E	<p>Write with an awareness of the stylistic aspects of composition. • Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>		<p>F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies J.1 Transitions with conjunctive adverbs H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies</p>	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.J	Create organization that logically sequences claim(s) counterclaims reasons and evidence; use words phrases and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Create organization that logically sequences claim(s) counterclaims reasons and evidence; use words phrases and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. ENG301 - Survey of Informational Text 173 Everybody Talks: Examining Sound-Based Rhetorical Devices in Argumentative Texts: Writing Project: Argumentative Essay: Selecting an Organizational Structure 202 The World We Live In: Analyzing Perspective in Texts from Different Mediums: Writing Project Instruction: Argumentative Essay: Introduction Body Paragraphs and Conclusion 203 The World We Live In: Analyzing Perspective in Texts from Different Mediums: Writing Project Activity: Argumentative Essay: Introduction Body Paragraphs and Conclusion ENG401 - Advanced Rhetoric and Composition	F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies J.1 Transitions with conjunctive adverbs H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.G	Write arguments to support claims in an analysis of substantive topics.	<p>Write arguments to support claims in an analysis of substantive topics.</p> <p>ENG301 - Survey of Informational Text</p> <p>068 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Extended Response 1: Paying Patients for Their Tissue: The Legacy of Henrietta Lacks</p> <p>166 Everybody Talks: Examining Syntax in Argumentative Texts: Writing Project: Argumentative Essay: Understanding the Audience</p> <p>173 Everybody Talks: Examining Sound-Based Rhetorical Devices in Argumentative Texts: Writing Project: Argumentative Essay: Selecting an Organizational Structure</p> <p>181 Everybody Talks: Balancing Rhetorical Appeals in Argumentative Texts: Writing Project: Argumentative Essay: Developing Clear and Arguable Claims</p> <p>187 Everybody Talks: Evaluating Rhetoric and Structure in Argumentative Texts: Writing Project: Argumentative Essay: Using Data and Evidence to Support Claims</p> <p>189 Everybody Talks: Unit Review: Everybody Talks: Writing Project: Acknowledging and Refuting Counterclaims</p> <p>194 The World We Live In</p>	<p>F.2 Organize information by main idea G.2 Identify thesis statements H.1 Distinguish facts from opinions H.5 Choose the analysis that logically connects the evidence to the claim B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims H.7 Classify logical fallacies J.1 Transitions with conjunctive adverbs H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text H.5 Choose the analysis that logically connects the evidence to the claim H.7 Classify logical fallacies</p>	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.B	Write with a sharp distinct focus identifying topic task and audience.	<p>Write with a sharp distinct focus identifying topic task and audience.</p> <p>ENG301 - Survey of Informational Text</p> <p>085 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Writing Project: Thesis Sentence Graphics and Organizational Outline in a Research Paper</p> <p>100 Back to Life Back to Reality: Analyzing Style and Vocabulary in Functional Texts: Writing Project: Instruction - Developing an Introduction Body Paragraphs and a Conclusion</p> <p>101 Back to Life Back to Reality: Analyzing Style and Vocabulary in Functional Texts: Writing Project: Activity - Developing an Introduction Body Paragraphs and a Conclusion</p> <p>ENG401 - Advanced Rhetoric and Composition</p> <p>037 Screen Time: In Reality: Writing Activity: Objective Summary- Writing a Summary</p> <p>084 Going Green and Clean: Positive Power: Writing Skill: Researched Informative Essay- Introduction and Body</p> <p>086 Going Green and Clean: Positive Power: Writing Activity: Researched Informative Essay- Introduction and Body</p> <p>092 Going Green and Clean</p>	<p>B.3 Identify audience and purpose F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea</p>	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.E	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument including whether the structure makes points clear convincing and engaging.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument including whether the structure makes points clear convincing and engaging. ENG301 - Survey of Informational Text 021 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Focus Skill: Analyzing Text Structure 022 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Reading 1: Save the Redwoods 023 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Graphic Organizer 1: Save the Redwoods 024 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Extended Response 1: Save the Redwoods 026 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Graphic Organizer 2: Peregrine Falcon 047 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Focus Skill: Evaluating Evidence 048 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading	E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 H.5 Choose the analysis that logically connects the evidence to the claim H.6 Transition logically between claims evidence analysis and counterclaims	Yes

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.S	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction.	Draw evidence from literary or informational texts to support analysis reflection and research applying grade-level reading standards for literature and literary nonfiction. ENG301 - Survey of Informational Text 045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources 055 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Writing Project: Taking Notes and Synthesizing Information 063 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Writing Project: Using and Citing Your Sources 187 Everybody Talks: Evaluating Rhetoric and Structure in Argumentative Texts: Writing Project: Argumentative Essay: Using Data and Evidence to Support Claims 189 Everybody Talks: Unit Review: Everybody Talks: Writing Project: Acknowledging and Refuting Counterclaims ENG401 - Advanced Rhetoric and Composition 007 Screen Time	B.4 Compare passages for tone D.1 Analyze short stories: set 1 D.2 Analyze short stories: set 2 A.1 Determine the main idea E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 E.3 Trace an argument: set 1 E.4 Trace an argument: set 2 E.5 Analyze rhetorical strategies in historical texts: set 1 E.6 Analyze rhetorical strategies in historical texts: set 2	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.C	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	<p>Develop and analyze the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>ENG301 - Survey of Informational Text 045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources 055 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Writing Project: Taking Notes and Synthesizing Information 063 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Writing Project: Using and Citing Your Sources 073 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Writing Project: Placing Your Sources in a Works Cited Page 075 She Blinded Me with Science</p>	<p>H.6 Transition logically between claims evidence analysis and counterclaims J.1 Transitions with conjunctive adverbs B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely</p>	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.K	<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 		<p>H.6 Transition logically between claims evidence analysis and counterclaims J.1 Transitions with conjunctive adverbs B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely</p>	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.D	Organize complex ideas concepts and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	Organize complex ideas concepts and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. ENG301 - Survey of Informational Text 009 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Language and Writing Connection: Varying Sentence Structure for Effect - Part 1 018 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Language and Writing Connection: Varying Sentence Structure for Effect - Part 2 028 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Language and Writing Connection: Determining Word Choice - Part 1 034 A Certain Shade of Green: Analyzing Information in Video Presentations: Language and Writing Connection: Determining Word Choice	H.6 Transition logically between claims evidence analysis and counterclaims J.1 Transitions with conjunctive adverbs B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.M	Write narratives to develop real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events. ENG302 - English 11B American Literature 030 American Romanticism: Foundations: Project 2 036 American Romanticism: Optimism and Individualism: Project 2 043 American Romanticism: Mystery and the Unknown: Project 2 049 American Romanticism: Shades of Human Nature: Project 2 051 American Romanticism: Unit 2 Exam Prep: Project 2 Submission ENG402 - Exploration of British Literature 032 All the World Is a Stage (The Renaissance 1500-1660): Confronting a Great Beast: Writing Skill: Fictional Narrative: Introduction to Gothic Romanticism 033 All the World Is a Stage (The Renaissance 1500-1660): Confronting a Great Beast: Writing Activity: Narrative - Brainstorming and Prewriting Gothic Romanticism 042 All the World Is a Stage (The Renaissance 1500-1660): To Thine Own Self Be True: Writing Skill: Fictional Narrative - Plot and Narrative Techniques 043 All the World Is a Stage (The Renaissance 1500-1660): To Thine Own Self Be True	H.6 Transition logically between claims evidence analysis and counterclaims J.1 Transitions with conjunctive adverbs B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.A	Write informative/ explanatory texts to examine and convey complex ideas concepts and information clearly and accurately.	<p>Write informative/explanatory texts to examine and convey complex ideas concepts and information clearly and accurately.</p> <p>ENG301 - Survey of Informational Text</p> <p>045 She Blinded Me with Science: Analyzing Specific Word Choice Language and Central Ideas in Informational Texts: Writing Project: Focusing Research and Analyzing Sources</p> <p>055 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Writing Project: Taking Notes and Synthesizing Information</p> <p>063 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Writing Project: Using and Citing Your Sources</p> <p>073 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Writing Project: Placing Your Sources in a Works Cited Page</p> <p>075 She Blinded Me with Science: Unit Review: She Blinded Me with Science: Writing Project: Incorporating Technology in Writing</p> <p>085 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Writing Project: Thesis Sentence</p>	<p>H.6 Transition logically between claims evidence analysis and counterclaims J.1 Transitions with conjunctive adverbs B.1 Which text is most formal? B.2 Compare passages for subjective and objective tone E.1 Analyze the development of informational passages: set 1 E.2 Analyze the development of informational passages: set 2 F.1 Order topics from broadest to narrowest F.2 Organize information by main idea G.1 Choose the topic sentence that best captures the main idea H.1 Distinguish facts from opinions H.2 Choose the best evidence to support a claim H.3 Identify supporting evidence in a text Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely</p>	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.N	Engage and orient the reader by setting out a problem situation or observation and its significance establishing one or multiple points of view and introducing a narrator and/or characters.	Engage and orient the reader by setting out a problem situation or observation and its significance establishing one or multiple points of view and introducing a narrator and/or characters. ENG302 - English 11B American Literature 030 American Romanticism: Foundations: Project 2 036 American Romanticism: Optimism and Individualism: Project 2 043 American Romanticism: Mystery and the Unknown: Project 2 ENG402 - Exploration of British Literature 032 All the World Is a Stage (The Renaissance 1500-1660): Confronting a Great Beast: Writing Skill: Fictional Narrative: Introduction to Gothic Romanticism 033 All the World Is a Stage (The Renaissance 1500-1660): Confronting a Great Beast: Writing Activity: Narrative - Brainstorming and Prewriting Gothic Romanticism 043 All the World Is a Stage (The Renaissance 1500-1660): To Thine Own Self Be True: Writing Activity: Fictional Narrative - Plot and Narrative Techniques 050 All the World Is a Stage (The Renaissance 1500-1660): Living in an Ideal World	C.1 Identify the narrative point of view B.4 Compare passages for tone Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.O	Use narrative techniques such as dialogue description reflection multiple plot lines and pacing to develop experiences events and/or characters; use precise words and phrases telling details and sensory language to convey a vivid picture of the experiences events settings and/or characters.	Use narrative techniques such as dialogue description reflection multiple plotlines and pacing to develop experiences events and/or characters; use precise words and phrases telling details and sensory language to convey a vivid picture of the experiences events settings and/or characters. ENG401 - Advanced Rhetoric and Composition 072 Looking Inward: Current and Future Mood: Discussion Board: Caption It 202 Onward and Upward: Hoping for Happiness: Discussion Board: Caption It ENG302 - English 11B American Literature 030 American Romanticism: Foundations: Project 2 036 American Romanticism: Optimism and Individualism: Project 2 043 American Romanticism: Mystery and the Unknown: Project 2 116 The Early 20th Century: Modernist Poetry: Discussion Board ENG402 - Exploration of British Literature 032 All the World Is a Stage (The Renaissance 1500-1660): Confronting a Great Beast: Writing Skill: Fictional Narrative: Introduction to Gothic Romanticism 033 All the World Is a Stage (The Renaissance 1500-1600)	C.1 Identify the narrative point of view B.4 Compare passages for tone Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely	

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.P	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced observed or resolved over the course of the narrative.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced observed or resolved over the course of the narrative. ENG302 - English 11B American Literature 030 American Romanticism: Foundations: Project 2 036 American Romanticism: Optimism and Individualism: Project 2 043 American Romanticism: Mystery and the Unknown: Project 2 116 The Early 20th Century: Modernist Poetry: Discussion Board ENG402 - Exploration of British Literature 043 All the World Is a Stage (The Renaissance 1500-1660): To Thine Own Self Be True: Writing Activity: Fictional Narrative - Plot and Narrative Techniques 050 All the World Is a Stage (The Renaissance 1500-1660): Living in an Ideal World: Writing Skill: Fictional Narrative - Point of View Characterization and Tone 051 All the World Is a Stage	C.1 Identify the narrative point of view B.4 Compare passages for tone Q.1 Describe the difference between related words Q.2 Choose the word whose connotation and denotation best match the sentence Q.3 Use words accurately and precisely	

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Evaluate how an author's point of view or purpose shapes the content and style of a text. ENG301 - Survey of Informational Text 003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field 004 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 1: The Bean-field 006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief 007 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 2: Excerpt from The Education of a Young Chief 011 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Focus Skill: Determining Purposes and Central Ideas 012 A Certain Shade of Green: Determining the Purposes and Central Ideas in Informational Texts: Reading 1: Principles of Conservation 013 A Certain Shade of Green	C.1 Identify author's purpose	
CC.1.2.11-12.L	Read and comprehend literary non-fiction and informational text on grade level reading independently and proficiently.			

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools. ENG301 - Survey of Informational Text 020 A Certain Shade of Green: Analyzing Text Structure in Informational Text: Vocabulary Skill: Using Word Position Function and Context Clues to Determine Meaning 034 A Certain Shade of Green: Analyzing Information in Video Presentations: Language and Writing Connection: Determining Word Choice - Part 2 057 She Blinded Me with Science: Analyzing Key Ideas Events and Individuals in Informational Texts: Vocabulary Skill: Analyzing Nuance 076 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Vocabulary Skill: Understanding Academic Technical and Domain-Specific Vocabulary 129 Fight For Your Right: Analyzing Constitutional Principles in Court Documents: Vocabulary Skill: Using Context Clues Position and Function to Determine Meaning ENG302 - English 11B American Literature		
CC.1.2.11-12.I	Analyze foundational U.S. and world documents of historical political and literary significance for their themes purposes and rhetorical features.			

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.H	Analyze seminal texts based upon reasoning premises purposes and arguments.	Analyze seminal texts based upon reasoning premises purposes and arguments. ENG301 - Survey of Informational Text 047 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Focus Skill: Evaluating Evidence 048 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 1: Why People Oppose GMOs Even Though Science Says They Are Safe 049 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Graphic Organizer 1: Why People Oppose GMOs Even Though Science Says They Are Safe 050 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Extended Response 1: Why People Oppose GMOs Even Though Science Says They Are Safe 051 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Reading 2: Rewilding Draws on the Past to Modify Plants 052 She Blinded Me with Science: Evaluating Supporting Evidence in Informational Texts: Graphic Organizer 2		

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.2.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ENG301 - Survey of Informational Text 002 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Focus Skill: Analyzing Explicit and Implicit Ideas 003 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 1: The Bean-Field 004 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 1: The Bean-field 006 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Reading 2: Excerpt from The Education of a Young Chief 007 A Certain Shade of Green: Analyzing Explicit and Implicit Ideas in Informational Texts: Graphic Organizer 2		
CC.1.4.11-12.Q	Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic.			

English 3 & 4 Alignments

PA Standard				
Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings reasoning and evidence.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings reasoning and evidence. ENG301 - Survey of Informational Text 216 Extension Lesson: Creating Giving Presentations ENG401 - Advanced Rhetoric and Composition 092 Going Green and Clean: The Proliferation of Plastics: Writing Skill: Researched Informative Essay- Body and Conclusion 094 Going Green and Clean: The Proliferation of Plastics: Writing Activity: Researched Informative Essay- Body and Conclusion 109 Going Green and Clean: Out Like a Light: Writing Skill: Researched Informative Essay- Revising for Style 111 Going Green and Clean: Out Like a Light: Writing Activity: Researched Informative Essay- Revising for Style 112 Going Green and Clean: Out Like a Light: Discussion Board: Peer Feedback 125 An American Dream: The Rhetoric of Independence: Writing Skill: Argument Essay- Understanding Audience 126 An American Dream		

English 3 & 4 Alignments

PA Standard Code	PA Description	Course Location	Location (IXL)	newsela
CC.1.4.11-12.I	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns values and possible biases.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns values and possible biases. ENG301 - Survey of Informational Text 068 She Blinded Me with Science: Analyzing the Structure and Meaning in Informational Texts: Extended Response 1: Paying Patients for Their Tissue: The Legacy of Henrietta Lacks 080 Back to Life Back to Reality: Analyzing the Features of Functional Texts: Extended Response 1: Water Conservation and Efficiency 166 Everybody Talks: Examining Syntax in Argumentative Texts: Writing Project: Argumentative Essay: Understanding the Audience 173 Everybody Talks: Examining Sound-Based Rhetorical Devices in Argumentative Texts: Writing Project: Argumentative Essay: Selecting an Organizational Structure 181 Everybody Talks: Balancing Rhetorical Appeals		

APPENDIX A CURRICULUM

B.5 ALIGNMENTS

It includes the alignments for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

MATH
K-12

Kindergarten Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.K.A.1	Know number names and write and recite the count sequence.	KA/M2/Count and Write to 3, KA/M4/Count to 5 IXL Practice, Underwater Counting to 5 , Count the letters 0-5 Wksht, Circle and Count to 5 , KA/M8/The Number 6, KA/M9/Hopscotch to 6, Count to 7, Count and Classify Animals KA/M11/Count to 8!, Count to 9! KA/M13/The Number 10 KA/M16/Skip Counting Online IXL Practice KA/M17/Fluency with Numbers KA/M18/The Number 12 KB/M19/The Number 13 KB/M20/Fourteen KB/M22/Fifteen KB/M23/Sixteen KB/M24/Seventeen to Eighteen KB/M25/Number Words KB/M26/Nineteen and Twenty KB/M28/20 to 30 KB/M29/31-50 KB/M31/Numbers 51-100, Count by 10's KB/M35/Numbers 11 to 20, Ordering Numbers KB/M36/Review Ordering KA/M2/Count and Write to 3 plus IXL and assignment in M3, KA/M9/Hopscotch to 6, KA/M15/Count Up and Down Online IXL Practice, Missing Numbers Online IXL , Practice, Complete the Sequence Bugs WKSHT	Order Numbers to 10 Order Numbers to 20 Practice: Order Numbers 1 to 20 Count up to 3 Objects Count up to 5 Objects Count up to 10 Objects in Rows or Arrays Practice: Count up to 10 Objects in Rows or Arrays Find One More Count up to 20 Objects* Practice: Count up to 20 Objects*	C.8 Count blocks - up to 10 C.12 Count on ten frames - up to 10 D.2 Count to 20 D.3 Count dots - 0 to 20 D.4 Count on ten frames - up to 20 D.16 Count blocks - up to 20 D.17 Count tens and ones - up to 20 E.1 Count on ten frames - up to 30 E.2 Count groups of ten E.3 Count to 100 A.3 Count pictures - up to 3 E.4 Counting on the hundred chart E.6 Count blocks - up to 30 E.7 Count tens and ones - up to 30 E.9 Count blocks - up to 100 F.6 Learn to skip-count by tens F.7 Skip-count by tens A.6 Count on ten frames - up to 3 B.2 Learn to count to 5 B.3 Count pictures - up to 5 B.9 Count on ten frames - up to 5 C.2 Learn to count to 10 C.3 Count pictures - up to 10 C.4 Count dots - up to 10 A.2 Learn to count to 3 C.22 Count up - with numbers C.28 Count forward - up to 10 C.31 Complete a sequence - up to 10 D.7 Count up - up to 20 D.12 Count forward - up to 20 A.3 Count pictures - up to 3 A.6 Count on ten frames - up to 3 B.3 Count pictures - up to 5 B.9 Count on ten frames - up to 5 C.3 Count pictures - up to 1

Kindergarten Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.K.B.1	Use place value to compose and decompose numbers within 19.	KB/M35/Numbers 11 to 20	Explore Teen Numbers	D.17 Count tens and ones - up to 20 D.18 Write tens and ones - up to 20
CC.2.2.K.A.1	Extend concepts of putting together and taking apart to add and subtract within 10.	KA/M4/Use Your Fingers to Count to 5, KA/M18/Adding to 6 KB/M23/Sum to 5,KB/M25/Ten Frames KB/M26/Sum to 10, KB/M29/Addition Facts to 8 KB/M33/Sum to 12, Subtract to 10, Adding Dimes KB/M34/Sum to 15, KA/M13/The Number 10, The Number Line KB/M20/How Many Are Left? KB/M21/Sets with Less, Set Subtraction, Story Problems that Add to 7 KB/M22/Story Problems to 8 KB/M23/Story Problems From 6 KB/M25/Story Problems to 9 KB/M27/Story Problems From 7 KB/M31/Sum to 10, Subtract From 9 KB/M32/Addition and Subtraction KB/M34/Add or Subtract? KA/M18/Adding to 6 KB/M25/Story Problems to 9 KB/M26/Sum to 10 KB/M27/Number Pairs KA/M16/Adding by One, The Ten Frame KB/M25/Ten Frames KB/M28/Sum to 8 KB/M30/Sum to 9, Subtract From 6 KB/M31/Subtract From 9 KB/M34/Fact Families Addition, Fact Families Subtraction KB/M36/Review Addition Facts, Review Subtraction Facts	Subtract Within 10 Understand Subtraction Subtract Within 5 Understand Addition Add Within 5 Add Within 10 Practice: Add and Subtract Within 5 Practice: Add and Subtract Within 10 Part 1 Practice: Add and Subtract Within 10 Part 2 Practice: Add and Subtract Within 10 Add Within 5 Add Within 10 Subtract Within 5 Subtract Within 10 Number Partners for 3 Number Partners for 4 and 5 Number Partners for 6 and 7 Number Partners for 8 and 9 Number Partners for 10 Practice: Number Partners for 10 Make 10 Practice: Make 10 Fluently Add and Subtract Within 5	I.3 Addition sentences up to 5: which model matches? J.3 Addition sentences up to 10: which model matches? J.9 Turn words into an addition sentence - sums up to 10 K.3 Subtraction sentences up to 5: which model matches? L.3 Subtraction sentences up to 10: which model matches? L.7 Turn words into a subtraction sentence - numbers up to 10 I.2 Add with pictures - sums up to 5 I.5 Add two numbers - sums up to 5 I.6 Make a number using addition - sums up to 5 I.7 Complete the addition sentence - sums up to 5 I.8 Addition word problems with pictures - sums up to 5 I.9 Addition word problems - sums up to 5 J.2 Add with pictures - sums up to 10 J.5 Add two numbers - sums up to 10 J.6 Make a number using addition - sums up to 10 J.7 Complete the addition sentence - make 10 J.8 Complete the addition sentence - sums up to 10 J.10 Addition word problems with pictures - sums up to 10 K.2 Subtract with pictures - numbers up to 5 K.4 Subtract - numbers up to 5 K.6 Complete the subtraction sentence - numbers up to 5

Kindergarten Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.K.A.1	Identify and describe two- and three-dimensional shapes.	KA/M1/Position, Position Words KA/M3/Shapes and Their Positions KA/M7/Position Words Before and After KB/M29/Positions KA/M3/The Shape of It KA/M10/Identify Shapes IXL Practice KA/M11/Identify Shapes IXL Practice, Identify Objects with the Same Shape IXL Practice KB/M20/Naming Shapes KB/M32/Describe Objects KB/M36/Reviewing Shapes KB/M19/Shapes KB/M36/Reviewing Shapes	Left and Right Circle Square Triangle Identify Two-Dimensional Shapes Practice: Identify Two-Dimensional Shapes Cube Sphere Identify Two-Dimensional Shapes Practice: Identify Two-Dimensional Shapes	N.1 Inside and outside N.3 Top middle and bottom N.4 Location in a grid N.5 Above and below N.6 Above and below - find solid figures N.7 Beside and next to N.8 Beside and next to - find solid figures W.9 Shapes of everyday objects I W.10 Shapes of everyday objects II V.1 Name the two-dimensional shape V.2 Circles V.3 Triangles V.4 Squares V.5 Rectangles V.6 Hexagons V.7 Select two-dimensional shapes W.2 Name the three-dimensional shape W.3 Spheres W.4 Cubes W.5 Cones W.6 Cylinders W.7 Select three-dimensional shapes W.1 Flat and solid shapes
CC.2.3.K.A.2	Analyze compare create and compose two- and three-dimensional shapes.	KA/M4/Count and Compare Sides and Corners IXL KB/M32/Move the Shape KB/M36/Reviewing Shapes KB/M35/Making Shapes KB/M35/Making Shapes		V.7 Select two-dimensional shapes V.8 Curved parts V.9 Count corners V.10 Square corners V.11 Count sides V.12 Equal sides V.13 Count sides and corners V.14 Compare sides and corners W.1 Flat and solid shapes W.2 Name the three-dimensional shape W.7 Select three-dimensional shapes W.8 Identify shapes traced from solids
CC.2.4.K.A.1	Describe and compare attributes of length area weight and capacity of everyday objects.	KA/M5/Basic Measures KA/M6/Which is Different? KA/M8/Compare Size, Weight and Capacity IXL Practice KA/M11/Less and More KB/M20/Weight KB/M28/Comparing Lengths, Sorting by Weight KB/M29/Temperature KB/M32/Comparing Temperatures KA/M2/Compare Sizes KA/M7/Smallest or Biggest KA/M10/Capacity KB/M28/Comparing Lengths, Sorting by Weight KB/M29/Temperature KB/M32/Comparing Temperatures	Longer or Shorter Holds More or Less Taller or Shorter Lighter or Heavier Longer or Shorter Taller or Shorter Lighter or Heavier Holds More or Less	T.1 Long and short T.2 Tall and short T.4 Light and heavy T.5 Holds more or less T.6 Compare size weight and capacity T.1 Long and short T.2 Tall and short T.4 Light and heavy T.5 Holds more or less T.6 Compare size weight and capacity

Kindergarten Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.K.A.4	Classify objects and count the number of objects in each category.	KA/M2/Sets KA/M3/Find the Fake KA/M5/Classify by Color IXL, Sorting and Grouping KA/M6/Sort and Classify KA/M9/Picture Graphs KA/M12/Classify and Sort IXL Practice KA/M15/Sorting in Sets KB/M22/Sorting KB/M24/Circle Graphs, Picture Graphs KB/M32/Using A Chart	Sort Objects Practice: Sort Objects Different Same	G.2 Fewer and more - compare by counting G.3 Fewer and more - compare in a mixed group Q.1 Different Q.2 Same Q.3 Same and different Q.4 Classify shapes by color Q.5 Classify and sort by color Q.6 Classify and sort by shape Q.7 Classify and sort Q. Classify sort and count Q.8 Count shapes in a Venn diagram Q.9 Sort shapes into a Venn diagram

1st Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.1.B.1	Extend the counting sequence to read and write numerals to represent objects.	Math 1/B/Module 21/Numbers through 19 Math 1B/Module 23-Number Words to 100	Order Numbers to 120 Practice: Order Numbers to 120	A.3 Counting review - up to 20 A.5 Count on ten frames - up to 40 A.10 Counting - up to 100 A.13 Counting forward - up to 100 A.15 Counting forward - up to 120 A.17 Counting on the hundred chart A.26 Writing numbers in words - convert words to digits A.27 Writing numbers in words - convert digits to words
CC.2.1.1.B.2	Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.	Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 1/Count by Tens Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 1/Count by Tens Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 1/Count by Tens Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 1/Count by Tens Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 1/Count by Tens Math 1/B/Module 4/Counting Pennies, Nickels and Dimes Math 1/B/Module 19/Comparing Two Digit Numbers Math 1B/Module 24-Greater Than, Less, Than, Equal to		M.4 Convert between tens and ones - multiples of 10 A.4 Counting tens and ones - up to 20 M.1 Place value models up to 20 M.2 Write numbers as tens and ones up to 20 A.11 Counting tens and ones - up to 99 A.18 Hundred chart M.3 Place value models up to 100 M.5 Write numbers as tens and ones K.5 Compare numbers up to 100 using symbols
CC.2.1.1.B.3	Use place value concepts and properties of operations to add and subtract within 100.	Math 1/B/Module 19-Introducing 2 Digits Math 1/B/Module 19 Two-Digit Addition Math 1/B/Module 24 Adding Horizontally Math 1/B/Expressing Tens and Adding Two Digit Numbers Math 1/B/Using Tens Facts and Doubles to Add and Subtract Math 2/B/Make a Video to Explain Math Strategies	Practice: Add More Two-Digit Numbers Add Two-Digit and One-Digit Numbers Practice: Add Two-Digit and One-Digit Numbers Add More Two-Digit and One-Digit Numbers Practice: Add More Two-Digit and One- Digit Numbers Add Multiples of Ten to Multiples of Ten Practice: Add Multiples of Ten Add Multiples of Ten to Any Two-Digit Number Practice: Add Multiples of 10 to Two-Digit Numbers Add Two-Digit Numbers Practice: Add Two-Digit Numbers Add More Two-Digit Numbers Practice: Add Multiples of 10 to Two-Digit Numbers Add Multiples of Ten to Multiples of Ten Practice: Add Multiples of Ten Subtract Multiples of Ten from Multiples of Ten Practice: Subtract Multiples of Ten Add Multiples of Ten to Any Two-Digit Number Subtract Multiples of Ten from Multiples of Ten Practice: Subtract Multiples of Ten	D.17 Add a one-digit number to a two-digit number - without regrouping D.18 Regroup tens and ones - ways to make a number D.19 Regroup tens and ones D. Use models to add a two-digit and a one-digit number - with regrouping D.20 Add a one-digit number to a two-digit number - with regrouping E.6 Add three numbers - use doubles E.9 Add two multiples of ten E. Use models to add a multiple of ten and a two-digit number E.10 Add a multiple of ten and a two-digit number E.11 Add three numbers J.8 Ten more or less I.3 Subtract multiples of 10

1st Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.1.A.1	Represent and solve problems involving addition and subtraction within 20.	Math 1B/Module 19- Word Problems I Math 1/B/Module 20/World Problems II Math 1/B/Module 3/Vertical Math Math 1/B/Module 2/Math Processes Math 1/B/Module 20-Missing Numbers Math 1/B/Module 22-Missing Numbers Math 1/A/Module 5/Horizontal Addition Math 1/B/Module 21-Subtraction Math 1/B/Module 23-Subtraction	Put Together/Take Apart Addend Unknown Problems Practice: Put Together/Take Apart Word Problems Compare Difference Unknown Word Problems Practice: Compare Difference Unknown Problems Practice: Change Unknown Word Problems Add To and Put Together Word Problems Solve Two-Step Problems* Practice: Add To Word Problems Take From Word Problems Take From Change Unknown Word Problems Count On to Add Practice: Count On to Add Make a Ten to Subtract Practice: Make a Ten to Subtract Count On to Add Practice: Count On to Add Count On to Subtract Fluently Add and Subtract Within 10 Think Addition to Subtract Doubles Doubles and Near Doubles Make a Ten to Add Practice: Make a Ten to Add	D.5 Addition word problems with pictures - sums up to 10 D.6 Addition word problems - sums up to 10 D.7 Addition sentences for word problems - sums up to 10 D.12 Addition word problems - sums up to 20 D.13 Addition sentences for word problems - sums up to 20 D.22 Addition sentences for word problems - one-digit plus two-digit numbers H.6 Subtraction word problems with pictures - up to 10 H.7 Subtraction word problems - up to 10 H.8 Subtraction sentences for word problems - up to 10 H.13 Subtraction word problems - up to 20 H.14 Subtraction sentences for word problems - up to 20 J.6 Addition and subtraction word problems E.12 Add three numbers - word problems B.5 Addition sentences using number lines - sums up to 10 D.8 Addition sentences using number lines - sums up to 20 F.5 Subtraction sentences using number lines - up to 10 H.9 Subtraction sentences using number lines - up to 20 B.7 Adding zero C.1 Adding 1 C.2 Adding 2 C.3 Adding 3 C.4 Adding 4 C.5 Adding 5 C.7 Adding 7 C.8 Adding 8 C.9 Adding 9
CC.2.2.1.A.2	Understand and apply properties of operations and the relationship between addition and subtraction.	Math 1/A/Module 5/Horizontal Addition Math 1B/Module 19- Adding 4 Numbers Math 1B/Module 24 Adding Horizontally and Subtracting Horizontally Math 1/A/Module 5/Horizontal Subtraction Math 1/B/Module 20-Missing Addends One Digit Math 1/B/Module 20-Missing Addends Two Digit Math 1/A/Module 5/Horizontal Addition Math 1/A/Module 5/Complete the Addition Sentence Math 1/A/Module 5/Complete the Subtraction Sentence Math 1B/Module 23-Missing Subtrahends	Add in Any Order Compare Difference Unknown Word Problems* Think Addition to Subtract Practice: Put Together/Take Apart Word Problems* Put Together/Take Apart Addend Unknown Problems* Count On to Subtract Practice: Compare Difference Unknown Problems*	E.8 Add three numbers - make ten E.11 Add three numbers H.15 Related subtraction facts J.3 Fact families D.3 Complete the addition sentence - sums up to 10 E.7 Complete the addition sentence - make ten I.1 Relate addition and subtraction sentences D.15 Addition sentences: true or false? D.16 Addition sentences: which is true? H.16 Subtraction sentences: true or false? H.17 Subtraction sentences: which is true? J.2 Which sign makes the number sentence true? J.7 Addition and subtraction sentences: which is true? D.3 Complete the addition sentence - sums up to 10 D.11 Complete the addition sentence - sums up to 20 E.3 Add doubles - complete the sentence E.7 Complete the addition sentence - make ten H.5 Complete the subtraction sentence - up to 10 H.12 Complete the subtraction sentence - up to 20

1st Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.1.A.1	Compose and distinguish between two- and three-dimensional shapes based on their attributes.	Math 1/B/Module 5/Drawing Shapes Math 1B/Module 26-Finding Shapes Math 1/B/Module 5/Drawing Shapes	Understand Attributes of Shapes Practice: Attributes of Shapes	V.2 Select two-dimensional shapes V.4 Count sides and corners V.5 Compare sides and corners V.8 Open and closed shapes W.1 Two-dimensional and three-dimensional shapes W.3 Cubes and rectangular prisms W.4 Select three-dimensional shapes W.5 Count vertices edges and faces W.8 Identify faces of three-dimensional shapes
CC.2.3.1.A.2	Use the understanding of fractions to partition shapes into halves and quarters.	Math 1/B/Folding Paper to Make Fractions	Divide Shapes into Two Equal Parts Divide Shapes into Four Equal Parts Practice: Identify Two or Four Equal Parts	X.1 Equal parts - halves and fourths X.6 Identify halves and fourths X. Make halves X. Make fourths X. Make halves and fourths X. Make halves and fourths in different ways
CC.2.4.1.A.1	Order lengths and measure them both indirectly and by repeating length units.	Math 1/B/Module 4/Weight with a Balance Scale Math 1/B/Module 4/Weight with a Balance Scale	Compare Lengths* Measure Lengths	P.2 Compare objects: length and height P.7 Measure length with objects P.8 Measure length with cubes
CC.2.4.1.A.2	Tell and write time to the nearest half hour using both analog and digital clocks.	Math 1/B/Module 26-Telling Time		U.1 Match digital clocks and times U.2 Match analog clocks and times U.3 Match analog and digital clocks U.4 Read clocks and write times
CC.2.4.1.A.4	Represent and interpret data using tables/charts	Math 1/A/Module 3/Four Operations and Counting 41-50 Math 1B/Module 22- Picture Graphs Math1B/Module 24-Gathering Information		O.1 Which picture graph is correct? O.2 Interpret picture graphs O.3 Which tally chart is correct? O.4 Interpret tally charts O.5 Which table is correct? O.6 Interpret data in tables T.1 Count shapes in a Venn diagram T.2 Sort shapes into a Venn diagram

2nd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.2.B.1	Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	Math 2/A/Module3/Using a Problem Solving Strategy and Hundreds Chart Math 2/A/Module 17/Using the Hundreds Chart to Add Tens and Repeating Addition IXL Online Practice/Hundreds Chart Math 2A/ Module 4A/Using Bundles to Make 1000 Math 2A/ Module 5A/Skip Counting to 1000 Math 2A/ Module 11/Using Place Value Strategy to Compare 3-Digit Numbers Math 2/A/Module3/Using a Problem Solving Strategy and Hundreds Chart Math 2/A/Module 17/Using the Hundreds Chart to Add Tens and Repeating Addition IXL Online Practice/Hundreds Chart Math 2A/ Module 4A/Using Bundles to Make 1000 Math 2A/ Module 5A/Skip Counting to 1000 Math 2A/ Module 11/Using Place Value Strategy to Compare 3-Digit Numbers Math 2/A/Module3/Using a Problem Solving Strategy and Hundreds Chart Math 2/A/Module 17/Using the Hundreds Chart to Add Tens and Repeating Addition IXL Online Practice/Hundreds Chart Math 2A/ Module 4A/Using Bundles to Make 1000 Math 2A/ Module 5A/Skip Counting to 1000 Math 2A/ Module 11/Using Place Value Strategy to Compare 3-D	Understand Hundreds Tens and Ones Use Hundreds Tens and Ones Practice: Use Hundreds Tens and Ones Practice: Place Value to Hundreds Understand Hundreds Tens and Ones Use Hundreds Tens and Ones Practice: Use Hundreds Tens and Ones Practice: Place Value to Hundreds Understand Hundreds Tens and Ones Use Hundreds Tens and Ones Practice: Use Hundreds Tens and Ones Practice: Place Value to Hundreds Understand Hundreds Tens and Ones Use Hundreds Tens and Ones Practice: Use Hundreds Tens and Ones Practice: Place Value to Hundreds Understand Hundreds Tens and Ones Use Hundreds Tens and Ones Practice: Use Hundreds Tens and Ones Practice: Place Value to Hundreds	M.13 Convert between place values - ones and hundreds M.2 Place value models - up to hundreds M.4 Identify a digit up to the hundreds place M.6 Place value - up to hundreds M.11 Convert to/from a number - up to hundreds
CC.2.1.2.B.2	Use place value concepts to read write and skip count to 1000.	Math 2/A/Module 5/Skip Counting to 1000 and Counting Estimations IXL Online Practice/Skip Counting IXL Online Practice/Estimating IXL Online Practice/Counting Patterns IXL Online Practice/Writing Numbers IXL Online Practice/Convert from expanded form		A.4 Skip-counting by fives and tens A.8 Count forward and backward by fives and tens A.14 Count forward and backward by fives tens and hundreds C.3 Writing numbers up to 100 in words - convert words to digits C.4 Writing numbers up to 100 in words - convert digits to words C.5 Writing numbers up to 1 000 in words - convert words to digits C.6 Writing numbers up to 1 000 in words - convert digits to words M.15 Convert from expanded form - up to hundreds

2nd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.2.B.3	Use place value understanding and properties of operations to add and subtract within 1000.	Math 2/A/Module 8/Using Place Value Strategy to add Math 2/A/Module 11 Using the Place Value Strategy to Compare 3 digit numbers Math 2/A/Module 12/Expressing Tens and Adding Two Digit Numbers IXL Online Practice/Subtract two two-digit numbers - with regrouping Math 2/A/Module 12/Expressing Tens and Adding Two Digit Numbers Math 2/A/Module 12/Expressing Tens and Adding Two Digit Numbers Math 2/A/Module 13/Using the Associative Property Math 2/A/Module 14/Using the Associative Property to Add and Using the Inverse Subtract Many other Lessons and IXL practice lessons meet this standard Math 2/A/Module 18/Make a Video to Explain Strateggies IXL Online Practice/Add and Subtract multiples of 100 IXL Online Practice/Solve Inequalities Math 2/A/Module 18/Make a Video to Explain Math Strategies IXL Online Practice/Fact Families	Add to Subtract Within 100 on Number Lines Part 1 Practice: Add to Subtract on Number Lines Part 1 Subtract Within 100 on Number Lines Practice: Subtract Within 100 on Number Lines Add to Subtract Within 100 on Number Lines Part 2 Practice: Add to Subtract on Number Lines Part 2 Add by Breaking Apart Two-Digit Numbers Practice: Add by Breaking Apart Two-Digit Numbers Add Within 100 on Number Lines Part 2 Practice: Add Within 100 on Number Lines Part 2 Add Within 100 on Number Lines Part 1 Practice: Add Within 100 on Number Lines Practice: Subtract on Number Lines (Within 100) Add up to Four Two-Digit Numbers Add Within 1000 on Number Lines Practice: Add Within 1000 on Number Lines Subtract Two-Digit from Three-Digit Numbers Practice: Subtract 2-Digit from 3-Digit Numbers Subtract Three-Digit Numbers Practice: Subtract Three-Digit Numbers Add Three-Digit and Two-Digit Numbers Practice: Add Three-Digit and Two-Digit Numbers Add Three-Digit Numbers Practice: Add	E.11 Add zero G.1 Add multiples of 10 G. Use models to add a two-digit and a one-digit number - without regrouping G. Use models to add a two-digit and a one-digit number - with regrouping G.3 Add a two-digit and a one-digit number - without regrouping G.4 Add a two-digit and a one-digit number - with regrouping G. Use models to add two-digit numbers - without regrouping G.5 Add two-digit numbers without regrouping - sums to 100 G.6 Add two-digit numbers with regrouping - sums to 100 G.9 Ways to make a number using addition G.11 Complete the addition sentence - up to two digits H.1 Subtract multiples of 10 H.3 Subtract a one-digit number from a two-digit number - without regrouping H.4 Subtract a one-digit number from a two-digit number - with regrouping H.5 Subtract two two-digit numbers - without regrouping H.8 Ways to make a number using subtraction H.10 Complete the subtraction sentence - up to two digits L.8 Add and subtract numbers up to 100 L.9 Addition and subtraction - ways to make a number - up to 1
CC.2.2.2.A.1	Represent and solve problems involving addition and subtraction within 100.			

2nd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.2.A.2	Use mental strategies to add and subtract within 20.	Math 2/A/Module 1/Counting Up and Back to Add and Subtract Math 2/A/Module 2/Using Tens Facts and Doubles to Add and Subtract IXL Online Practice/Add One Digit Numbers IXL Online Practice/Subtract one-digit numbers IXL Online Practice/Associative Property	Use Mental Math to Add (Make a Ten) Part 1 Use Mental Math to Add (Make a Ten) Part 2 Practice: Use Mental Math to Add (Make a Ten) Use Mental Math to Add (Near Doubles) Use Mental Math Strategies to Add Practice: Use Mental Math Strategies to Add Think Addition to Subtract Think Addition to Subtract (Make a Ten) Practice: Think Addition to Subtract	E.2 Ways to make a number with addition - sums to 10 E.9 Add one-digit numbers E.11 Add zero E.13 Add doubles E.14 Add doubles - complete the sentence E.17 Complete the addition sentence - sums to 20 E.19 Addition sentences: which is true? E.20 Add three one-digit numbers F.1 Subtract one-digit numbers - up to 10 F.2 Ways to subtract - up to 10 F.4 Subtract doubles F.8 Subtract a one-digit number from a two-digit number up to 18 F.10 Subtract zero/all F.13 Complete the subtraction sentence - up to 18 F.15 Subtraction sentences: which is true? L.1 Add and subtract numbers up to 20 L.2 Addition and subtraction - ways to make a number - up to 20 L.5 Addition and subtraction sentences up to 20: which is true?
CC.2.2.2.A.3	Work with equal groups of objects to gain foundations for multiplication.	IXL Online Practice/Adding Doubles Math 2/A/Module 16/Describing Numbers with Arrays IXL Online Practice/Addition in Arrays Math 2/A/Module 17/Using the Hundreds Chart to Add Tens and Repeating Addition	Understand Patterns* Add Using Arrays	A.16 Even or odd E.14 Add doubles - complete the sentence E.25 Write addition sentences for arrays: sums to 10 E.26 Identify repeated addition in arrays: sums to 25 E.27 Write addition sentences for arrays: sums to 25
CC.2.3.2.A.1	Analyze and draw two- and three-dimensional shapes having specified attributes.	Math 2/B/Module 33/Identifying Shape Attributes IXL Online Practice/Count Shapes in a Venn Diagram IXL Online Program/Short Shapes into a Venn Diagram Math 2/B/Module 34/Making Fractions IXL Online Practice/Equal Parts Math 2/B/Module 35/Folding Paper to Make Fractions IXL Online Practice/Fraction Models equivalent to whole numbers IXL Online Practice/Halves, thirds, and fourths	Recognize and Draw Shapes Practice: Recognize Shapes	T.1 Name the two-dimensional shape T.2 Select two-dimensional shapes T.3 Count sides and vertices T.4 Compare sides and vertices U.3 Count vertices edges and faces U.4 Compare vertices edges and faces U.5 Identify faces of three-dimensional shapes U.6 Identify shapes traced from solids V.3 Area
CC.2.3.2.A.2	Use the understanding of fractions to partition shapes into halves quarters and thirds.	Math 2/B/Module 34/Making Fractions IXL Online Practice/Equal Parts Math 2/B/Module 35/Folding Paper to Make Fractions IXL Online Practice/Fraction Models equivalent to whole numbers IXL Online Practice/Halves, thirds, and fourths	Divide Shapes Into Three Equal Parts Divide Shapes Into Two Three or Four Equal Parts	W.1 Equal parts W. Make halves W. Make thirds W. Make fourths W. Make halves thirds and fourths W. Make halves thirds and fourths in different ways

2nd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.2.A.1	Measure and estimate lengths in standard units using appropriate tools.	Math 2/B/Module 19/Examining Tools to Measure Length IXL Online Practice/Choose the Appropriate Measuring Tool Math 2/B/Module 20/Measuring Length: Inches and Centimeters Math 2/B/Module 21/Measuring Length:Feet and Meters IXL Online Practice/Measure the length of an object with an inch ruler Math 2/B/Module 19/Examining Tools to Measure Length IXL Online Practice/Choose the Appropriate Measuring Tool Math 2/B/Module 20/Measuring Length: Inches and Centimeters Math 2/B/Module 21/Measuring Length:Feet and Meters IXL Online Practice/Measure the length of an object with an inch ruler IXL Online Practice/Hundreds Chart Math 2/B/Module 21/Measuring Length:Feet and Meters Math 2/B/Module 22/Decisions about Units of Measure Math 2/B/Module 23/Estimating Length Math 2/B/Module 24/Comparing Length IXL Online Practice/Customary units of length: word problems	Measure Lengths in Inches Measure Lengths in Centimeters Practice: Measure Lengths Measure Lengths in Inches Measure Lengths in Centimeters Practice: Measure Lengths Understand Measurement with Different Units Estimate Lengths in Inches Estimate Lengths in Centimeters Practice: Estimate Lengths Compare Lengths	R.6 Interpret bar graphs II R.7 Which bar graph is correct? R.8 Create bar graphs R.11 Interpret pictographs I R.13 Create pictographs I S.2 Measure using an inch ruler S.8 Measure using a centimeter ruler S.4 Which customary unit of length is appropriate: inches feet or yards? S.9 Which metric unit of length is appropriate? S.3 Which customary unit of length is appropriate: inches or feet? S.5 Customary units of length: word problems S.10 Metric units of length: word problems
CC.2.4.2.A.2	Tell and write time to the nearest five minutes using both analog and digital clocks.	Math 2/B/Module 28/Expressing Time in Minutes IXL Online Practice.Reading Clocks-hour and half hour Math 2/B/Module 36/Solving Word Problems about Math Concepts	Solve Problems About Time*	Q.1 Match digital clocks and times Q.2 Match analog clocks and times Q.3 Match analog and digital clocks Q.4 Read clocks and write times: hour and half hour Q.5 Read clocks and write times Q.7 A.M. or P.M.

2nd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.2.A.3	Solve problems and make change using coins and paper currency with appropriate symbols.	Math 2/B/Module 29/Money Identification and Symbols IXL Online Practice/Names and Values of Common Coins Math 2/B/Module 30/Adding and Subtracting IXL Online Practice/Subtract money - up to \$1 IXL Online Practice/Add and Subtract money up to \$1 Math 2/B/Module 36/Solving Word Problems about Math Concepts IXL Online Practice/Add and subtract money - up to \$1:Word Problems		P.1 Names and values of common coins P.3 Count money - pennies nickels and dimes only P.4 Count money - up to \$1 P.5 Count money - up to \$5 P.6 Equivalent amounts of money - up to \$1 P.7 Exchanging money - with pictures P.9 Comparing groups of coins P.10 Add money - up to \$1 P.11 Add money - up to \$1: word problems P.12 Subtract money - up to \$1 P.13 Subtract money - up to \$1: word problems P.14 Add and subtract money - up to \$1 P.15 Add and subtract money - up to \$1: word problems P.16 Purchases - do you have enough money - up to \$1 P.17 Purchases - do you have enough money - up to \$5 P.18 Which picture shows more - up to \$5 P.19 Least number of coins P.20 How much more to make a dollar? P.21 Correct amount of change P.22 Making change
CC.2.4.2.A.4	Represent and interpret data using line plots picture graphs and bar graphs.	Math 2/B/Module 31/Usig Data to Make Line Plots IXL Online practice/Interpret Line Plots IXL Online Practice/Create Line Plots	Line plot and measuring length	R.10 Create line plots
CC.2.4.2.A.6	Extend the concepts of addition and subtraction to problems involving length.	Math 2/B/Module 25/Solving Word Prblems about Length IXL Online Practice/Customary units of length: word problems IXL Online Practice/Metric units of length:word problems Math 2/B/Module 26/Expressing Length with Addition and a Number line IXL Online Practice/Number lines-up to 100 Math 2/B/Module 27/Repeating Subtraction to Divide	Add Within 100 on Number Lines Part 1 Practice: Add Within 100 on Number Lines Part 1 Add Within 100 on Number Lines Part 2 Practice: Add Within 100 on Number Lines Part 2 Practice: Add Within 100 on Number Lines Understand Subtraction Using Number Lines Part 1 Practice: Subtraction Using Number Lines Part 1 Understand Addition Using Number Lines Practice: Addition Using Number Lines Understand Subtraction Using Number Lines Part 2 Practice: Subtraction Using Number Lines Part 2 Solve Problems Involving Length Add Within 1000 on Number Lines Practice: Add Within 1000 on Number Lines Understand Number Lines	S.5 Customary units of length: word problems S.10 Metric units of length: word problems A.11 Number lines - up to 100 A.13 Number lines - up to 1 000 E.8 Addition sentences using number lines - sums up to 20 F.7 Subtraction sentences using number lines - up to 20

3rd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.3.B.1	Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Math3/A/Module 4/Place Value Math3/A/Module 7/Place Value to Billions Math3/A/Module 15/Patterns to Add and Multiply Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/Multiplication: 2 Digit by 1 Digit Math3/A/Module 18/One Step Division with remainder Math3/B/Module19/Comparing Fractions Math3/A/Module 15/Patterns to Add and Multiply Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/Multiplication: 2 Digit by 1 Digit Math3/A/Module 18/One Step Division with remainder Math3/B/Module19/Comparing Fractions	Use Place Value to Round Numbers Practice: Use Place Value to Add Within 1000 Practice: Use Place Value to Subtract Within 1000 Add and Subtract Within 1000 Practice: Add and Subtract Within 1000. Part 1 Practice: Add and Subtract Within 1000. Part 2 Multiply by Multiples of 10	P.1 Rounding - nearest ten or hundred only C.1 Add two numbers up to three digits C.2 Addition input/output tables: up to three digits C.3 Add two numbers up to three digits: word problems C.4 Complete the addition sentence: up to three digits C.5 Balance addition equations: up to three digits C.6 Add three numbers up to three digits each C.7 Add three numbers up to three digits each: word problems C.8 Addition up to three digits: fill in the missing digits D.1 Subtract numbers up to three digits D.2 Subtraction input/output tables - up to three digits D.3 Subtract numbers up to three digits - word problems D.4 Complete the subtraction sentence - up to three digits D.5 Balance subtraction equations - up to three digits N.3 Properties of addition N.4 Complete the equation using properties of addition N. Add using properties F.11 Multiply by 10 H.1 Multiply by a multiple of ten
CC.2.1.3.C.1	Explore and develop an understanding of fractions as numbers.	Math3/B/Module19/Comparing Fractions Math3/B/Module20/Analyzing Fractions Math3/B/Module 21/Decimals and Fractions Math3/B/Module 19/Comparing Fractions Math3/B/Module 20/Analyzing Fractions Math3/B/Module 21/Decimals and Fractions Math3/B/Module 19/Comparing Fractions Math3/B/Module 20/Analyzing Fractions Math3/B/Module 21/Decimals and Fractions Math3/B/Module 19/Comparing Fractions Math3/B/Module 20/Analyzing Fractions Math3/B/Module 21/Decimals and Fractions Math3/B/Module 19/Comparing Fractions Math3/B/Module 20/Analyzing Fractions Math3/B/Module 21/Decimals and Fractions Math3/B/Module 19/Comparing Fractions Math3/B/Module 20/Analyzing Fractions Math3/B/Module 21/Decimals and Fractions Math3/B/Module 19/Comparing Fractions Math3/B/Module 20/Analyzing Fraction	Understand What a Fraction Is* Understand Fractions on a Number Line Understand Fractions on a Number Line Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand Comparing Fractions Find Equivalent Fractions Find Equivalent Fractions Understand Mixed Numbers* Find Equivalent Fractions Understand	W.2 Understand fractions: fraction bars W.3 Understand fractions: area models W.4 Show fractions: fraction bars W.5 Show fractions: area models W.6 Match fractions to models: halves thirds and fourths W.7 Match unit fractions to models W.8 Match fractions to models W.17 Unit fractions: modeling word problems W.18 Unit fractions: word problems W.19 Fractions of a whole: modeling word problems W.20 Fractions of a whole: word problems W.9 Fractions of number lines: unit fractions W.12 Identify unit fractions on number lines W.14 Graph unit fractions on number lines W.11 Fractions of number lines W.13 Identify fractions on number lines W.15 Graph fractions on number lines 3.NF.A.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. 3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. 3.NF.A.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about the

3rd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.3.A.1	Represent and solve problems involving multiplication and division.	Math3/A/Module11/Multiplying Times 3 & 4 Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/Multiplication: 2 Digit by 1 Digit Math3/A/Module 11/Multiplying Times 3 & 4 Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/ Multiplication: 2 Digit by 1 Digit Math3/A/Module 12/Multiplying times 5 & 6 Math3/A/Module 13/Multiplying times 7 & 10 Math3/A/Module 14/Multiplying times 8 & 9 Math3/A/Module 15/Patterns to Add and Multiply Math3/A/Module 16/Inverse: Multiplication and Division	Division Word Problems Part 1* Understand Division Part 2 Division Word Problems Part 2* Practice: Understand Division Understand Division Part 1 Multiplication Word Problems Multiplication Word Problems Part 1 Division Word Problems Part 1 Multiplication Word Problems Part 2 Division Word Problems Part 2 Practice: Multiplication Word Problems Word Problems Involving Length and Money Practice: Understand Multiplication as Comparison*	E.1 Count equal groups E.2 Identify multiplication expressions for equal groups E.3 Write multiplication sentences for equal groups E.4 Relate addition and multiplication for equal groups E.5 Identify multiplication expressions for arrays E.6 Write multiplication sentences for arrays E.7 Make arrays to model multiplication E.8 Write multiplication sentences for number lines N.9 Relate addition and multiplication I.1 Divide by counting equal groups I.2 Write division sentences for groups I.4 Write division sentences for arrays H.6 Multiplication word problems H.7 Multiplication word problems: find the missing factor L.5 Division word problems M.10 Multiplication and division word problems O.3 Solve for the variable: multiplication and division only O.5 Write variable equations to represent word problems: multiplication and division only G.4 Multiplication facts for 2 3 4 5 and 10: find the missing factor G.8 Multiplication facts for 6 7 8 and 9: find the missing factor G.12 Multiplication facts up
CC.2.2.3.A.2	Understand properties of multiplication and the relationship between multiplication and division.	Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/Multiplication: 2 Digit by 1 Digit Math3/A/Module 18/One Step Division with Remainder Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/Multiplication: 2 Digit by 1 Digit Math3/A/Module 18/One Step Division with Remainder	Break Apart a Number to Multiply Practice: Multiples of 6 Practice: Multiples of 7 Practice: Multiples of 8 Practice: Multiples of 9 Use Order and Grouping to Multiply Practice: Multiplying by 2 3 and 4 Practice: Multiples of 5 and 10 Practice: Use Order and Grouping to Multiply Understand Division Part 2 Practice: Understand Division	H.10 Multiply one-digit numbers by two-digit numbers using area models H.11 Multiply one-digit numbers by two-digit numbers using area models II H.14 Multiply one-digit numbers by three-digit numbers using area models I H.15 Multiply one-digit numbers by three-digit numbers using area models II N.5 Properties of multiplication N.6 Distributive property: find the missing factor N.7 Multiply using the distributive property N.8 Solve using properties of multiplication N.10 Relate multiplication and division I.3 Relate multiplication and division for groups I.5 Relate multiplication and division for arrays

3rd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.3.A.3	Demonstrate multiplication and division fluency.	Math3/A/Module 12/Multiplying times 5 & 6 Math3/A/Module 13/Multiplying times 7 & 10 Math3/A/Module 14/Multiplying times 8 & 9 Math3/A/Module 15/Patterns to Add and Multiply Math3/A/Module 16/Inverse: Multiplication and Division Math3/A/Module 17/Multiplication: 2 Digit by 1 Digit Math3/A/Module 18/One Step Division with Remainder	Practice: Multiply and Divide Within 100 Practice: Divide and Multiply (Within 100) Practice: Multiply Within 100	F.1 Multiply by 0 F.2 Multiply by 1 F.3 Multiply by 2 F.4 Multiply by 3 F.5 Multiply by 4 F.6 Multiply by 5 F.7 Multiply by 6 F.8 Multiply by 7 F.9 Multiply by 8 F.10 Multiply by 9 F.11 Multiply by 10 G.1 Multiplication tables for 2 3 4 5 and 10 G.2 Multiplication facts for 2 3 4 5 and 10: true or false? G.3 Multiplication facts for 2 3 4 5 and 10: sorting G.5 Multiplication tables for 6 7 8 and 9 G.6 Multiplication facts for 6 7 8 and 9: true or false? G.7 Multiplication facts for 6 7 8 and 9: sorting G.9 Multiplication tables up to 10 G.10 Multiplication facts up to 10: true or false? G.11 Multiplication facts up to 10: sorting G.13 Multiplication facts up to 10: select the missing factors G.14 Multiplication sentences up to 10: true or false? G.20 Squares up to 10 x 10 H.4 Multiplication input/output tables J.1 Divide by 1 J.2 Divide by 2 J.3 Divide by 3 J.4 Divide by 4 J.5 Divide by 5 J.6 Divide by 6 J.7 Divide by 7 J.8 Divide by 8 J.9 Divide by 9 J.10 Divide by 10 K.1 Division facts

3rd Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.3.A.4	Solve problems involving the four operations and identify and explain patterns in arithmetic.	Math3/B/Module 24/Word Problems and Parentheses Math3/A/Module 11/Multiplying Times 3 & 4 Math3/A/Module 12/Multiplying Times 5 & 6 Math3/A/Module 13/Multiplying Times 7 & 10 Math3/A/Module 14/Multiplying Times 8 & 9	Understand Patterns	M.2 Complete the addition subtraction multiplication or division sentence M.7 Add subtract multiply and divide M.12 Addition subtraction multiplication and division word problems M.13 Perform multiple operations with whole numbers M.14 Two-step addition and subtraction word problems M.15 Two-step multiplication and division word problems M.16 Two-step mixed operation word problems O.2 Solve for the variable: addition and subtraction only O.4 Solve for the variable O.5 Write variable equations to represent word problems: multiplication and division only O.6 Write variable equations to represent word problems P.1 Rounding - nearest ten or hundred only P.2 Rounding P.11 Solve inequalities using estimation P.15 Two-step word problems: identify reasonable answers C.17 Addition patterns over increasing place values D.6 Subtraction patterns over increasing place values H.5 Multiplication input/output tables: find the rule L.4 Division input/output tables: find the rule
CC.2.3.3.A.1	Identify compare and classify shapes and their attributes.	Math3/B/Module 34/Attributes of Two Dimensional Shapes	Classify Quadrilaterals Understand Categories of Shapes*	DD.3 Parallel sides in quadrilaterals DD.4 Identify parallelograms DD.5 Identify trapezoids DD.6 Identify rectangles DD.7 Identify rhombuses DD.8 Classify quadrilaterals
CC.2.3.3.A.2	Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Math3/B/Module 34/Attributes of Two Dimensional Shapes Math3/B/Module 35/Quadrilaterals and Three Dimensional Shapes	Divide Shapes Into Parts with Equal Areas	W.1 Identify equal parts W. Make halves thirds and fourths W. Make sixths and eighths W. Make halves thirds fourths sixths and eighths W.7 Match unit fractions to models
CC.2.4.3.A.1	Solve problems involving measurement and estimation of temperature liquid volume mass or length.	Math3/B/Module 29/Volume: Cups, Pints, Quarts, and Gallons	Solve Problems About Liquid Volume Solve Problems about Mass	BB.4 Measurement word problems BB.15 Which metric unit of weight is appropriate?
CC.2.4.3.A.2	Tell and write time to the nearest minute and solve problems by calculating time intervals.	Math3/B/Module 32/Movement of Time on Clock Math3/B/Module 33/Hour, Half hour, and Quarter hour	Tell and Write Time Practice: Tell and Write Time	T.1 Match clocks and times T.2 Match analog and digital clocks T.3 Read clocks and write times T.4 A.M. or P.M. T.5 Write times T.6 Elapsed time T.7 Elapsed time word problems

4th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.4.B.1	Apply place value concepts to show an understanding of multi-digit whole numbers.	Math4/A/Module2/Place Value Math4/A/Module3/Expanded Form Math4/A/Module2/Place Value	Round Whole Numbers Practice: Place Value to Thousands* Understand Place Value* Practice: Understand Place Value* Practice: Compare Whole Numbers* Round Whole Numbers Practice: Place Value to Thousands* Understand Place Value* Practice: Understand Place Value* Practice: Compare Whole Numbers* Round Whole Numbers	A.3 Value of a digit A. Relationship between place values A.1 Place value models A.2 Convert between standard and expanded form A.6 Place value review A.7 Writing numbers up to 1 000 in words: convert words to digits A.8 Writing numbers up to 1 000 in words: convert digits to words A.9 Writing numbers up to 100 000 in words: convert words to digits A.10 Writing numbers up to 100 000 in words: convert digits to words A.11 Writing numbers up to one million in words: convert words to digits A.12 Writing numbers up to one million in words: convert digits to words A.15 Spell word names for numbers up to one million A.24 Compare numbers up to one hundred thousand A.25 Compare numbers up to one million K.1 Place value word problems A.20 Rounding: up to millions place A.21 Rounding input/output tables B.10 Estimate sums B.11 Estimate sums: word problems C.8 Estimate differences C.9 Estimate differences: word problems D.22 Estimate products: multiply by 1-digit numbers D.23 Estimate products: multiply by 2-digit numbers
CC.2.1.4.B.2	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Math4/A/Module3/Adding Two Whole Numbers Math4/A/Module3/Adding Several Whole Numbers Math4/A/Module3/Subtraction Skills Math4/A/Module4/Regrouping Multiplication Math4/A/Module 4/Multiplying with Arrays Math4/A/Module4/Applications of Multiplication Math4/A/Module2/Place Value Math4/A/Module4/Applications of Multiplication Math4/A/Module4/Long Division	Add Whole Numbers Practice: Add Whole Numbers Divide Whole Numbers Part 1 Divide Whole Numbers Part 2 Practice: Divide Whole Numbers Part 1 Practice: Divide Whole Numbers Part 2 Subtract Whole Numbers Practice: Subtract Whole Numbers Multiply Two-Digit Numbers by Two-Digit Numbers Practice: Multiply Two-Digit Numbers Multiply by One-Digit Numbers Part 1 Multiply by One-Digit Numbers Part 2 Practice: Multiply by One-Digit Numbers Divide Whole Numbers Part 1	B.1 Add two numbers up to five digits B.2 Add two numbers up to five digits: word problems B.5 Addition: fill in the missing digits B.6 Properties of addition B.7 Add 3 or more numbers up to millions B.9 Choose numbers with a particular sum C.1 Subtract numbers up to five digits C.2 Subtract numbers up to five digits: word problems C.5 Subtraction: fill in the missing digits C.7 Choose numbers with a particular difference F.11 Mentally add and subtract numbers ending in zeroes D.4 Multiplication facts to 12 D.11 Multiply 1-digit numbers by 2-digit numbers using area models I D.12 Multiply 1-digit numbers by 2-digit numbers using area models II D.13 Multiply 1-digit numbers by 2-digit numbers D.14 Multiply 1-digit numbers by 3-digit or 4-digit numbers using area models I D.15 Multiply 1-digit numbers by 3-digit or 4-digit numbers using area models II D. Multiply 1-digit numbers by 3-digit or 4-digit numbers using expanded form D.16 Multiply 1-digit numbers by 3-digit or 4-digit numbers

4th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.4.A.1	Represent and solve problems involving the four operations.	Math4/A/Module1/Writing Multiplication Math4/A/Module1/Multiplication Comparison Math4/A/Module1/Estimation Strategies	Practice: Multiplicative Comparison Problems Multiplicative Comparison Word Problems Part 2 Multiplicative Comparison Word Problems Part 1 Multiplicative Comparison Word Problems Part 3 Practice: More Multiplicative Comparison Problems Solve Two-Step Word Problems Using the Four Operations* Solve Multi-Step Problems	D.9 Compare numbers using multiplication D.10 Compare numbers using multiplication: word problems F.2 Comparison word problems: addition or multiplication? E.9 Divide 2-digit numbers by 1-digit numbers: interpret remainders E.13 Divide larger numbers by 1-digit numbers: interpret remainders F.5 Word problems with extra or missing information F.7 Multi-step word problems F.8 Multi-step word problems involving remainders F.9 Multi-step word problems: identify reasonable answers G.4 Write variable equations to represent word problems
CC.2.2.4.A.2	Develop and/or apply number theory concepts to find factors and multiples.	Math4/A/Module2/Prime Numbers Math4/A/Module 2/Composite Numbers	Multiples Practice: Multiples Factors and Prime Numbers Factors	A.17 Prime and composite: up to 20 A.18 Prime and composite: up to 100 D.3 Choose the multiples of a given number up to 10 D.7 Identify factors D.8 Choose numbers with a particular product D. Find all the factor pairs of a number
CC.2.2.4.A.4	Generate and analyze patterns using one rule.	Math4/A/Module2/Basic Patterns	Number and Shape Patterns Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships*	L.1 Find the next shape in a pattern L.3 Make a repeating pattern L.5 Use a rule to complete a number pattern L.6 What is true about the given pattern? L.7 What is true about the pattern made by the rule?
CC.2.3.4.A.1	Draw lines and angles and identify these in two-dimensional figures.	Math4/B/Module5/Drawing geometric basics Math4/B/Module5/Parallel and perpendicular lines	Identify Angles Identify Points Lines and Rays	W.4 Lines line segments and rays W.5 Parallel perpendicular and intersecting lines X.4 Parallel sides in quadrilaterals Z.1 Acute right obtuse and straight angles
CC.2.3.4.A.2	Classify two-dimensional figures by properties of their lines and angles.	Math4/B/Module5/Two dimensional shapes Math4/B/Module6/Triangles Math4/B/Module6/Quadrilaterals Math4/B/Module6/Polygons	Classify Quadrilaterals Classify Triangles	X.1 Acute obtuse and right triangles X.5 Identify parallelograms X.6 Identify trapezoids X.8 Identify rhombuses X.9 Classify quadrilaterals
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.	Math4/B/Module6/Symmetry in shapes Math4/B/Module6/Lines of Symmetry		Y.1 Identify lines of symmetry Y.2 Draw lines of symmetry Y.3 Count lines of symmetry

4th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Math4/B/Module2/Represent equivalent measures of customary units of length Math4/B/Module2/Measuring with inches Math4/B/Module2/Measuring with converting length measurements Math4/B/Module2/Estimating measurements of length Math4/B/Module2/Measuring weight and mass Math4/B/Module2/Equivalent measurements of weight Math4/B/Module2/Weight conversions Math4/B/Module2/Problem Solving and estimating weight Math4/B/Module3/Liters and Milliliters Math4/B/Module3/Volume conversions Math4/B/Module3/Solving problems about volume Math4/B/Module3/What is time? Math4/B/Module3/Solving elapsed time problems Math4/B/Module3/Solving problems with time conversions Math4/B/Module3/Solving problems with time and distance Math4/B/Module3/Money conversions Math4/B/Module3/Solving word problems with money Math4/B/Module3/Estimating money Math4/B/Module3/Writing money as fractions Math4/B/Module4/Rectangles Math4/B/Module4/Perimeter of a rectangle Math4/B/Module4/Area of a rectangle Math4/B/Module4/Area and perimeter	Express Measurements in Larger Units Practice: Convert Metric Units of Length Solve Word Problems Involving Measurement*	N.3 Which customary unit is appropriate? N.8 Conversion tables - customary units N.12 Which metric unit is appropriate? N.17 Conversion tables - metric units N.18 Convert metric mixed units O.1 Convert time units N.2 Measurement word problems N.9 Compare customary units by multiplying O.7 Elapsed time: word problems O.8 Find start and end times: multi-step word problems BB.1 Perimeter of rectangles BB.4 Perimeter: word problems BB.9 Find the area or missing side length of a rectangle BB.10 Area: word problems BB.12 Area between two rectangles BB.14 Relationship between area and perimeter BB.15 Area and perimeter: word problems BB.18 Use area and perimeter to determine cost

4th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.4.A.2	Translate information from one type of data display to another.			
CC.2.4.4.A.4	Represent and interpret data involving fractions using information provided in a line plot.	Math4/B/Module4/Measuring inches Math4/B/Module4/Line plots Math4/B/Module4/Problem solving with the line plots		J.8 Create and interpret line plots with fractions
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.	Math4/B/Module4/Rays Math4/B/Module4/Angles Math4/B/Module4/Rays Math4/B/Module4/Angles Math4/B/Module4/Angles Math4/B/Module5/Types of angles Math4/B/Module5/Constructing angles Math4/B/Module5/Measuring angles Math4/B/Module5/Constructing angles Math4/B/Module5/Adding angles Math4/B/Module5/Subtracting angles Math4/B/Module5/Writing equations	Add and Subtract Angle Measures Add and Subtract Angle Measures Add and Subtract Angle Measures Add and Subtract Angle Measures Measure Angles Practice: Measure Angles Add and Subtract Angle Measures	Z.2 Angles of 90 180 270 and 360 degrees Z.3 Measure angles on a circle Z.5 Estimate angle measurements Z.4 Measure angles with a protractor Z.6 Adjacent angles

5th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.5.B.1	Apply place value to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Math 5/Semester A/Module2/Place Value in Whole Numbers Math 5/Semester A/Module 2/Identify Place Value in Whole Numbers Math 5/Semester A/Module 2/Place Value in Decimals Math 5/Semester A/Module 2/Multiplying with Powers of 10 Math5/Semester A/Module 2/Place Value in Decimals Math 5/Semester A/Module 3/Decimals Math 5/Semester A/Module 3/Decimals Math 5/Semester A/Module 3/Expanded Form Math5/Semester A/Module 3/Comparing Decimals Math5/Semester A/Module 2/Place Value in Decimals Math 5/Semester A/Module 3/Decimals Math 5/Semester A/Module 3/Expanded Form Math5/Semester A/Module 3/Comparing Decimals Math 5/Semester A/Module 3/Rounding Whole Numbers	Understand Place Value Practice: Whole Numbers and Powers of Ten* Multiply and Divide Decimals by Powers of Ten* Practice: Decimals and Powers of Ten* Read and Write Decimals Compare Decimals Read and Write Decimals Compare Decimals Round decimals Practice: Round Decimals	A.1 Convert between standard and expanded form A.2 Place value G.4 Place values in decimal numbers G. Relationship between decimal place values E.3 Write powers of ten with exponents E. Multiply by a power of ten: with exponents I.2 Multiply a decimal by a power of ten I. Multiply by a power of ten with decimals: find the missing number J.1 Divide by powers of ten J.2 Decimal division patterns over increasing place values J. Divide by a power of ten with decimals: find the missing number G. Compare decimals using grids G.9 Compare decimals on number lines G.10 Compare decimal numbers G.1 What decimal number is illustrated? G.3 Understanding decimals expressed in words G.5 Convert decimals between standard and expanded form G.16 Convert decimals between standard and expanded form using fractions G.7 Round decimals H.8 Estimate sums and differences of decimals using rounding
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.	Math 5/Semester A/ Module 4/Multiplying with one-digit Numbers Math 5/Semester A/Module 4/Multiplying with Multi-digit Numbers Math 5/Semester A /Module 4/Dividing by One-digit Divisors Math 5/Semester A/Module 4/Dividing by Two-digit Divisors Math 5/Semester A/Module 5/Adding Decimals Math 5/Semester A/Module 5/Subtracting Decimals Math 5/Semester A/Module 5/Multiplying Hundredths Math5/Semester A/Module 5/Dividing Hundredths	Multiply Whole Numbers Practice: Multiply Whole Numbers Divide Whole Numbers Practice: Divide Whole Numbers Add and Subtract Decimals Practice: Add Decimals Practice: Subtract Decimals Divide Decimals* Practice: Divide Decimals*	C.12 Multiply by 2-digit numbers: complete the missing steps C.13 Multiply 2-digit numbers by 2-digit numbers C.14 Multiply 2-digit numbers by 3-digit numbers C.15 Multiply 2-digit numbers by larger numbers C.16 Multiply by 2-digit numbers: word problems C.17 Multiply three or more numbers up to 2 digits each C.18 Multiply by 3-digit numbers C.19 Multiply three numbers up to 3 digits each C.20 Multiply three or more numbers: word problems D.7 Divide numbers ending in zeroes D.8 Divide numbers ending in zeroes: word problems D. Divide by 2-digit numbers using models D.11 Divide 2-digit and 3-digit numbers by 2-digit numbers D.12 Divide 2-digit and 3-digit numbers by 2-digit numbers: word problems D.13 Divide 4-digit numbers by 2-digit numbers D.14 Divide 4-digit numbers by 2-digit numbers: word problems D.16 Relate multiplication and division H.1 Add decimal numbers H.2 Subtract decimal numbers H.3 Add and subtract decimal numbers H.4 Add and subtract decimals: word problems

5th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.	Math 5/Semester A/Module 6/Write Equivalent Fractions Math 5/ Semester A/Module 6/Common Denominators Math 5/Semester A/Module 6/Adding and Subtracting with Unlike Denominators Math 5/Semester A/Module 6/Adding Mixed Numbers with Unlike Denominators Math 5/Semester A/module 6/Adding and Subtracting with unlike Denominators Math 5/Semester B/Module 1/ Writing Equations Math 5/Semester B/Module 1/Using fraction Models to Solve Word Problems	Add and Subtract Fractions* Add and Subtract Fractions in Word Problems	L.6 Add fractions with unlike denominators using models L.7 Add up to 4 fractions with denominators of 10 and 100 L.8 Add fractions with unlike denominators L.9 Subtract fractions with unlike denominators using models L.10 Subtract fractions with unlike denominators L.12 Add 3 or more fractions with unlike denominators L.15 Complete addition and subtraction sentences with fractions L.18 Add mixed numbers with unlike denominators L.19 Subtract mixed numbers with unlike denominators L.22 Complete addition and subtraction sentences with mixed numbers L.4 Add and subtract fractions with like denominators: word problems L. Estimate sums and differences of fractions using benchmarks L.11 Add and subtract fractions with unlike denominators: word problems L.20 Add and subtract mixed numbers: word problems L.21 Add and subtract fractions in recipes

5th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.5.C.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Math 5/Semester B/Module 1/Writing Fractions as Division Math 5/Semester B/Module 1/Using Fraction Models to Solve Word Problems Math 5/Semester B/Module 1/ Math 5/Semester B/Module 1/ Using Visual Models to Represent Fractions Math 5/semester B/Module 1&2/Creating Story Problems Math 5/Semester B/Module 1/The Commutative Property Math 5/Semester B/Module 2/Finding a Fraction of a Fraction Math 5/Semester B/Module 2/Using Visual Models to Represent Fractions Math 5/Semester B/Module 1/Multiplying a Whole Number by a Fraction Math 5/Semester B/Module 2/Multiplying Fractions by Fractions Math 5/Semester B/Module 2/Area with Fractional Sides Math 5/Semester B/Module 2/Finding Area by Multiplying Math 5/Semester B/Module 1/ Using Visual Models to Represent Fractions Math 5/semester B/Module 1&2/Creating Story Problems Math 5/Semester B/Module 1/The Commutative Property Math 5/Semester B/Module 2/Finding a Fraction of a Fraction Math 5/Semester B/Module 2/Using Visual Models to Represent Fractions	Fractions as Division Multiply Fractions to Find Area Concepts of Area and Perimeter* Multiply Fractions to Find Area Concepts of Area and Perimeter* Understand Multiplication as Scaling Understand Multiplication as Scaling* Understand Multiplication as Scaling Understand Multiplication as Scaling* Understand Products of Fractions* Divide Unit Fractions in Word Problems Understand Division with Unit Fractions Understand Division with Unit Fractions Divide Unit Fractions in Word Problems Understand Division with Unit Fractions Understand Division with Unit Fractions Divide Unit Fractions in Word Problems Understand Division with Unit Fractions Understand Division with Unit Fractions	K.1 Fractions review K.2 Fractions of a whole: word problems K.16 Understand fractions as division: word problems N.5 Divide fractions by whole numbers M.17 Multiply two unit fractions using models M.18 Multiply two fractions using models: fill in the missing factor M.19 Multiply two fractions using models M.29 Understand fraction multiplication and area M.30 Multiply fractions to find area EE.6 Area of squares and rectangles with fractions EE.12 Area and perimeter: word problems M.5 Multiply fractions by whole numbers using arrays M.11 Multiply fractions by whole numbers M.12 Multiply fractions by whole numbers M.14 Multiply fractions by whole numbers: input/output tables M.15 Fractions of a number M.16 Fractions of a number: word problems M.17 Multiply two unit fractions using models M.19 Multiply two fractions using models M.20 Multiply two fractions M.32 Multiply a mixed number by a whole number M.33 Multiply a mixed number by a fraction M.34 Multiply two mixed numbers M.23 Scaling whole number
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.	Math5/Semester A/Module 1/Parentheses, Brackets, and Braces Math 5/Semester A/ Module 1/Order of Operations Math 5/ Semester A/ Module 1/Parentheses Brackets and Braces Math5/Semester A/Module 1/Recognize the meanings of numerical expressions Math 5/Semester A/ Module 1/Order of Operations Math 5/ Semester A/ Module 1/Parentheses Brackets and Braces Math5/Semester A/Module 1/Recognize the meanings of numerical expressions	Practice: Interpret and Evaluate Expressions Write and Evaluate Expressions Practice: Interpret and Evaluate Expressions Numerical Expressions and Order of Operations Write and Evaluate Expressions Practice: Interpret and Evaluate Expressions Numerical Expressions and Order of Operations	O.5 Evaluate numerical expressions O.6 Evaluate numerical expressions with parentheses O.3 Write numerical expressions: one operation O.4 Write numerical expressions: two operations O.3 Write numerical expressions: one operation O.4 Write numerical expressions: two operations
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.	Math 5/Semester A/ Module 1/ Patterns and Sequences Math 5/Semester A/Module 1/Relationships between Sequences Math 5/Semester A/Module 1/Ordered Pairs	Analyze Patterns and Relationships Practice: Analyze Patterns and Relationships Coordinate Plane and Absolute Value*	T.2 Compare patterns V.8 Complete a table for a two-variable relationship V.9 Complete a table from a graph V.10 Graph a two-variable relationship

5th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Math 5/Semester B/Module 5/The Coordinate Plane Math 5/Semester B/Module 5/Identifying Coordinate Points Math 5/Semester B/Module 5/Plotting Coordinate Points Math 5/Semester B/Module 6/Graphing Figures on the Coordinate Plane Math 5/Semester B/Module 6/Identify Missing Point Math 5/Semester B/Module 6/Problem Solving with the Coordinate Plane	Understand the Coordinate Plane Polygons in the Coordinate Plane* Understand the Coordinate Plane Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships* Polygons in the Coordinate Plane*	U. Describe the coordinate plane U.1 Objects on a coordinate plane U.2 Graph points on a coordinate plane U.3 Coordinate planes as maps U.4 Follow directions on a coordinate plane
CC.2.3.5.A.2	Classify two-dimensional figures into categories based on an understanding of their properties.	Math 5/Semester B/Module 6/Finding Missing Dimensions Math 5/Semester B/Module 5/Lines of Symmetry of Polygons	Identify Two-Dimensional Figures Identify Two-Dimensional Figures	BB.5 Parallel sides in quadrilaterals BB.6 Identify parallelograms BB.8 Identify rectangles BB.9 Identify rhombuses BB.10 Classify quadrilaterals BB. Identify the relationships between quadrilaterals AA.1 Is it a polygon? AA.3 Regular and irregular polygons BB.1 Acute obtuse and right triangles BB.2 Scalene isosceles and equilateral triangles BB.3 Classify triangles BB.6 Identify parallelograms BB.8 Identify rectangles BB.9 Identify rhombuses BB.10 Classify quadrilaterals
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.	Math 5/Semester B/Module 4/Customary Length Conversions Math 5/Semester B/Module 4/Customary Weight Conversions	Solve Word Problems Involving Conversions	Z.2 Compare and convert customary units of length Z.3 Compare and convert customary units of weight Z.4 Compare and convert customary units of volume Z.5 Compare and convert customary units Z.6 Conversion tables - customary units Z.7 Compare customary units by multiplying Z.8 Convert customary units involving fractions Z.9 Convert mixed customary units Z.10 Add and subtract mixed customary units Z.11 Multi-step problems with customary unit conversions Z.13 Compare and convert metric units of length Z.14 Compare and convert metric units of weight Z.15 Compare and convert metric units of volume Z.16 Compare and convert metric units Z.17 Convert metric units involving decimals Z.18 Conversion tables - metric units Z.19 Convert metric mixed units Z.20 Add and subtract metric mixed units Z.21 Multi-step problems with metric unit conversions Z.22 Multi-step problems with customary or metric unit conversions

5th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.5.A.2	Represent and interpret data using appropriate scale.			
CC.2.4.5.A.4	Solve problems involving computation of fractions using information provided in a line plot.			
CC.2.4.5.A.5	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Math 5/Semester B/Module 4/Customary Volume Conversions Math 5/Semester B/Module 4/Metric Conversions Math 5/Semester B/Module 4/Customary Volume Conversions Math 5/Semester B/Module 4/Metric Conversions Math 5/Semester B/Module 4/What is Volume? Math 5/Semester B/Module 4/Area and Volume Math 5/Semester B/Module 5/Unit Cubes Math 5/Semester B/Module 5/Volume Using Models Math 5/Semester B/Module 4/Customary Volume Conversions Math 5/Semester B/Module 4/Metric Conversions Math 5/Semester B/Module 4/Customary Volume Conversions Math 5/Semester B/Module 4/Metric Conversions Math 5/Semester B/Module 4/What is Volume? Math 5/Semester B/Module 4/Area and Volume Math 5/Semester B/Module 5/Unit Cubes Math 5/Semester B/Module 5/Volume Using Models Math 5/Semester B/Module 5/Unit Cubes Math 5/Semester B/Module 5/Volume Using Models	Understand and Measure Volume* Practice: Measure Volume* Understand and Measure Volume Practice: Measure Volume Understand and Measure Volume* Practice: Measure Volume* Understand and Measure Volume Practice: Measure Volume Understand and Measure Volume Practice: Measure Volume	EE.13 Volume of rectangular prisms made of unit cubes EE.13 Volume of rectangular prisms made of unit cubes EE.13 Volume of rectangular prisms made of unit cubes

6th Grade Math Alignment

PA Core				
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.6.D.1	Understand ratio concepts and use ratio reasoning to solve problems.	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>027 Ratios and Proportions: Unit Rates in Graphs: Learn: Relationships in Graphs</p> <p>028 Ratios and Proportions: Unit Rates in Graphs: Learn: Unit Rates in Graphs</p> <p>029 Ratios and Proportions: Unit Rates in Graphs: Learn: Compare Unit Rates in Graphs</p> <p>030 Ratios and Proportions: Unit Rates in Graphs: Project 2 Part 1</p> <p>031 Ratios and Proportions: Unit Rates in Diagrams and Tables: Learn: Relationships in Diagrams and Tables</p> <p>032 Ratios and Proportions: Unit Rates in Diagrams and Tables: Learn: Unit Rates in Diagrams and Tables</p> <p>033 Ratios and Proportions: Unit Rates in Diagrams and Tables: Learn: Compare Unit Rates in Diagrams and Tables</p> <p>034 Ratios and Proportions: Unit Rates in Diagrams and Tables: Discussion 2</p> <p>035 Ratios and Proportions: Unit Rates in Equations: Learn: Relationships in Equations</p> <p>036 Ratios and Proportions: Unit Rates in Equations: Learn: Unit Rates in Equations 037 Ratios and Proportions: Unit Rate</p>	<p>Understand Ratio Concepts Practice: Equivalent Ratios Understand Unit Rate Graph Equivalent Ratios Equivalent Ratios Practice: Equivalent Ratios Equivalent Ratio Tables Solve Problems with Measurement Conversions Understand Percent Concepts Find Percent of a Number Solve Problems with Ratios and Unit Rates Graph Equivalent Ratios Equivalent Ratios Practice: Equivalent Ratios Equivalent Ratio Tables Solve Problems with Measurement Conversions Understand Percent Concepts Find Percent of a Number Solve Problems with Ratios and Unit Rates Graph Equivalent Ratios Equivalent Ratios Practice: Equivalent Ratios Equivalent Ratio Tables Solve Problems with Measurement Conversions Understand Percent Concepts Find Percent of a Number Solve Problems with Ratios and Unit Rates</p>	<p>R.1 Write a ratio R.3 Write a ratio: word problems R.8 Unit rates R.11 Unit rates: word problems V.2 Unit prices V.3 Unit prices with fractions and decimals R.4 Identify equivalent ratios R.5 Write an equivalent ratio R.6 Ratio tables R.7 Equivalent ratios: word problems T.3 Convert and compare customary units T.4 Convert compare add and subtract mixed customary units T.5 Multiply and divide mixed customary units T.6 Customary unit conversions involving fractions and mixed numbers T.7 Convert and compare metric units T.8 Convert between customary and metric systems V.4 Unit prices with customary unit conversions S.1 What percentage is illustrated? S.5 Percents of numbers and money amounts S.6 Percents of numbers: word problems S.10 Find the total given a part and a percent V.1 Which is the better coupon? V.5 Sale prices</p>

6th Grade Math Alignment

PA Core				
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.6.E.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	<p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>023 Ratios and Proportions: Unit Rates: Learn: Unit Rates with Fractions and Mixed Numbers</p> <p>024 Ratios and Proportions: Unit Rates: Learn: Unit Rates with Decimals and Fractions</p> <p>025 Ratios and Proportions: Unit Rates: Learn: Solve Problems with Unit Rates</p> <p>026 Ratios and Proportions: Unit Rates: Discussion 2</p> <p>MAT072 - 7th Grade Mathematics</p> <p>014 The Number System: Quotients of Rational Numbers: Discussion 1</p> <p>MAT062 - 6th Grade Mathematics</p> <p>083 Ratios and Rates: Ratios in Tables and Graphs: Learn: Tables of Equivalent Ratios</p> <p>MAT061 - Math 6A</p> <p>023 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Dividing Fractions</p> <p>025 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Check Your Understanding: Multiplying and Dividing Fractions</p> <p>MAT081 - 8th Grade Mathematics</p> <p>011 Rational Numbers: Multiplying and Dividing Rational Numbers: Learn: Dividing Fractions</p>		L.2 Reciprocals L.4 Divide fractions by whole numbers in recipes L.5 Divide fractions L.7 Divide fractions and mixed numbers L.8 Divide fractions and mixed numbers: word problems

6th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.6.E.2	Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Identify and choose appropriate processes to compute fluently with multi-digit numbers. MAT061 - Math 6A 002 Whole Numbers and Fractions: Operations with Whole Numbers: Learn: Adding Whole Numbers 003 Whole Numbers and Fractions: Operations with Whole Numbers: Learn: Subtracting Whole Numbers 004 Whole Numbers and Fractions: Operations with Whole Numbers: Learn: Multiplying Whole Numbers 005 Whole Numbers and Fractions: Operations with Whole Numbers: Check Your Understanding: Operations With Whole Numbers 006 Whole Numbers and Fractions: Division and Factors of Whole Numbers: Learn: Division and Finding Factors 007 Whole Numbers and Fractions: Division and Factors of Whole Numbers: Learn: Long Division Using Partial Quotients 008 Whole Numbers and Fractions: Division and Factors of Whole Numbers: Learn: Long Division Using the Standard Algorithm 009 Whole Numbers and Fractions: Division and Factors of Whole Numbers: Check Your Understanding: Division and Factors of Whole Numbers 010 Whole Numbers and Fractions		
CC.2.1.6.E.3	Develop and/or apply number theory concepts to find common factors and multiples.	Develop and/or apply number theory concepts to find common factors and multiples. MAT061 - Math 6A 013 Whole Numbers and Fractions: Greatest Common Factor and Least Common Multiple: Learn: Greatest Common Factor 014 Whole Numbers and Fractions: Greatest Common Factor and Least Common Multiple: Learn: Least Common Multiple 015 Whole Numbers and Fractions: Greatest Common Factor and Least Common Multiple: Check Your Understanding: Greatest Common Factor and Least Common Multiple 016 Whole Numbers and Fractions: Adding and Subtracting Fractions: Discussion 017 Whole Numbers and Fractions: Adding and Subtracting Fractions: Learn: Rewriting Fractions 022 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Multiplying Fractions 023 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Dividing Fractions 024 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Multiplying and Dividing Mixed Numbers 025 Whole Numbers and Fractions: Multiplying and Dividing Fractions		

6th Grade Math Alignment

PA Core				
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.6.E.4	Apply and extend previous understandings of numbers to the system of rational numbers.	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>005 The Number System: Add on the Number Line: Learn: Add Numbers with the Same Sign</p> <p>006 The Number System: Add on the Number Line: Learn: Add Numbers with Opposite Signs</p> <p>008 The Number System: Sums of Rational Numbers: Learn: Equations Using Additive Inverses</p> <p>009 The Number System: Sums of Rational Numbers: Learn: Rules for Addition</p> <p>010 The Number System: Sums of Rational Numbers: Learn: Solve Problems with Sums</p> <p>012 The Number System: Sums of Rational Numbers: Project 1 Part 1</p> <p>013 The Number System: Products of Rational Numbers: Learn: Rules for Multiplication</p> <p>014 The Number System: Products of Rational Numbers: Learn: Properties of Products 015 The Number System: Products of Rational Numbers: Learn: Solve Problems with Products</p> <p>017 The Number System: Products of Rational Numbers: Project 1 Part 2</p> <p>018 The Number System: The Distributive Property: Learn: Apply the Distributive Property</p>	<p>Rational Numbers and Absolute Value Rational Numbers and Absolute Value Coordinate Plane and Absolute Value Rational Numbers and Absolute Value Coordinate Plane and Absolute Value* Rational Numbers and Absolute Value Coordinate Plane and Absolute Value Rational Numbers and Absolute Value Coordinate Plane and Absolute Value* Rational Numbers and Absolute Value Coordinate Plane and Absolute Value Rational Numbers and Absolute Value Coordinate Plane and Absolute Value* Coordinate Plane and Absolute Value</p>	<p>M.1 Understanding integers M.5 Absolute value and opposite integers P.7 Rational numbers: find the sign X.3 Quadrants F.8 Decimal number lines M.2 Integers on number lines M.3 Graph integers on horizontal and vertical number lines X.1 Objects on a coordinate plane X.2 Graph points on a coordinate plane X.4 Coordinate planes as maps X.6 Follow directions on a coordinate plane</p>

6th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.6.B.1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Apply and extend previous understandings of arithmetic to algebraic expressions. MAT071 - 7th Grade Mathematics 045 Expressions and Equations: Expressions with Addition and Subtraction: Learn: Simplify with Addition and Subtraction 046 Expressions and Equations: Expressions with Addition and Subtraction: Learn: Apply Properties to Simplify Expressions 047 Expressions and Equations: Expressions with Addition and Subtraction: Learn: Solve Problems with Addition and Subtraction 049 Expressions and Equations: Expressions with the Distributive Property: Learn: Use the Distributive Property to Simplify 057 Expressions and Equations: Solve Equations: Learn: Solve Basic Equations 058 Expressions and Equations: Solve Equations: Learn: Solve Equations with Distribution 059 Expressions and Equations: Solve Equations: Learn: Solve Equations for Situations MAT062 - 6th Grade Mathematics 060 Variables and Relationships: Equivalent Expressions: Learn: Combining Like Terms 061 Variables and Relationships: Equivalent Expressions	Numerical Expressions and Order of Operations Algebraic Expressions Algebraic Expressions Algebraic Expressions Algebraic Expressions Algebraic Expressions Algebraic Expressions Algebraic Expressions Equivalent Expressions	D.1 Write multiplication expressions using exponents D.2 Evaluate exponents D.3 Write powers of ten with exponents D.4 Find the missing exponent or base D.5 Exponents with decimal bases D.6 Exponents with fractional bases O.6 Evaluate numerical expressions involving decimals O.9 Evaluate numerical expressions involving fractions T.10 Convert between Celsius and Fahrenheit Y.4 Evaluate variable expressions with whole numbers Y.5 Evaluate multi-variable expressions Y.6 Evaluate variable expressions with decimals fractions and mixed numbers Y.1 Write variable expressions: one operation Y.2 Write variable expressions: two operations E.12 Sort factors of numerical expressions Y.7 Identify terms and coefficients Y.8 Sort factors of variable expressions Y.11 Multiply using the distributive property Y.12 Factor using the distributive property Y.14 Write equivalent expressions using properties Y.16 Identify equivalent expressions Y.17 Identify equivalent expressions
CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.	Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems. MAT071 - 7th Grade Mathematics 010 The Number System: Sums of Rational Numbers: Learn: Solve Problems with Sums 057 Expressions and Equations: Solve Equations: Learn: Solve Basic Equations 058 Expressions and Equations: Solve Equations: Learn: Solve Equations with Distribution 059 Expressions and Equations: Solve Equations: Learn: Solve Equations for Situations 060 Expressions and Equations: Solve Equations: Discussion 3 062 Expressions and Equations: Compare Methods of Problem Solving: Learn: Situations with Basic Equations 063 Expressions and Equations: Compare Methods of Problem Solving: Learn: Situations with the Distributive Property 064 Expressions and Equations: Compare Methods of Problem Solving: Learn: Write Equations from Solutions 116 Geometry: Angle Relationships: Learn: Find Unknown Measures 117 Geometry: Angle Relationships: Discussion 6	Solving Equations Using Equations to Solve Problems* Solving Inequalities Algebraic Expressions Using Equations to Solve Problems Solving Inequalities	Z.1 Does x satisfy an equation? Z.2 Which x satisfies an equation? AA.1 Solutions to inequalities Y.3 Write variable expressions: word problems Z.4 Model and solve equations using algebra tiles Z.5 Write and solve equations that represent diagrams Z. Solve one-step addition and subtraction equations with whole numbers Z. Solve one-step multiplication and division equations with whole numbers Z.6 Solve one-step equations with whole numbers Z.7 Solve one-step equations with decimals fractions and mixed numbers Z.8 Solve one-step equations: word problems AA.2 Graph inequalities on number lines AA.3 Write inequalities from number lines

6th Grade Math Alignment

PA Core				
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.6.B.3	Represent and analyze quantitative relationships between dependent and independent variables.	<p>Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>023 Ratios and Proportions: Unit Rates: Learn: Unit Rates with Fractions and Mixed Numbers</p> <p>024 Ratios and Proportions: Unit Rates: Learn: Unit Rates with Decimals and Fractions</p> <p>025 Ratios and Proportions: Unit Rates: Learn: Solve Problems with Unit Rates</p> <p>027 Ratios and Proportions: Unit Rates in Graphs: Learn: Relationships in Graphs</p> <p>028 Ratios and Proportions: Unit Rates in Graphs: Learn: Unit Rates in Graphs</p> <p>029 Ratios and Proportions: Unit Rates in Graphs: Learn: Compare Unit Rates in Graphs</p> <p>031 Ratios and Proportions: Unit Rates in Diagrams and Tables: Learn: Relationships in Diagrams and Tables</p> <p>032 Ratios and Proportions: Unit Rates in Diagrams and Tables: Learn: Unit Rates in Diagrams and Tables</p> <p>033 Ratios and Proportions: Unit Rates in Diagrams and Tables: Learn: Compare Unit Rates in Diagrams and Tables</p> <p>034 Ratios and Proportions: Unit Rates in Diagrams and Tables: Discussion 2</p>	Relationships Between Variables in Equations	BB.2 Identify independent and dependent variables BB.3 Find a value using two-variable equations BB.4 Find a value using two-variable equations: word problems BB.5 Solve word problems by finding two-variable equations BB.6 Complete a table for a two-variable relationship BB.7 Write a two-variable equation BB.9 Graph a two-variable equation BB.10 Interpret a graph: word problems BB.11 Write an equation from a graph using a table

6th Grade Math Alignment

PA Core				
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area surface area and volume.	Apply appropriate tools to solve real-world and mathematical problems involving area surface area and volume. MAT072 - 7th Grade Mathematics 039 Expressions and Equations: Equivalent Expressions: Learn: Expressions for Problems with Rational Numbers 040 Expressions and Equations: Equivalent Expressions: Discussion 3 093 Geometry: Area of Polygons: Learn: Solving Problems Involving Area 100 Geometry: Volume of Three-Dimensional Figures: Learn: Solving Problems Involving Volume MAT082 - 8th Grade Mathematics 201 Volumes: Cylinders and Cones: Practice: Cylinders and Cones 203 Volumes: Cylinders and Cones: Check Your Understanding 212 Volumes: Solving Problems with Volume: Learn: Using Volumes of Cylinders and Cones 213 Volumes: Solving Problems with Volume: Learn: Using Volumes of Spheres 214 Volumes: Solving Problems with Volume: Learn: Using Volumes of Composite Figures 215 Volumes: Solving Problems with Volume: Word Problem Investigation: Solving Problems with Volume 217 Volumes: Solving Problems with Volume	Area of Parallelograms Quadrilaterals and Polygons Concepts of Area and Perimeter Volume with Fractional Length Polygons in the Coordinate Plane Nets and Surface Area	FF.3 Area of triangles FF.4 Area of parallelograms and trapezoids FF.5 Area of quadrilaterals FF.6 Area of compound figures FF.24 Area of compound figures with triangles FF.14 Volume of cubes and rectangular prisms CC.8 Graph triangles and quadrilaterals FF.16 Surface area of cubes and rectangular prisms FF.18 Surface area of triangular prisms
CC.2.4.6.B.1	Demonstrate an understanding of statistical variability by displaying analyzing and summarizing distributions.	Mathematics	Understanding Statistics* Understand Mean and MAD* Understanding Statistics Understanding Statistics Understand Mean and MAD Understand Mean and MAD	HH.1 Identify statistical questions GG.4 Create line plots GG.18 Interpret stem-and-leaf plots GG.19 Create stem-and-leaf plots GG.20 Interpret box-and-whisker plots HH.7 Calculate quartiles and interquartile range HH.4 Mean median mode and range: find the missing number

7th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.1.7.D.1	Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Analyze proportional relationships and use them to model and solve real-world and mathematical problems. MAT082 - 8th Grade Mathematics 034 Single-Variable Equations: Solving Proportions: Learn: What is a Proportion? 035 Single-Variable Equations: Solving Proportions: Learn: Solving Proportions Using Properties of Equality 036 Single-Variable Equations: Solving Proportions: Learn: Solving Proportions Using Cross Multiplication 037 Single-Variable Equations: Solving Proportions: Word Problem Investigation: Solving Proportions 038 Single-Variable Equations: Solving Proportions: Discussion 1 039 Single-Variable Equations: Solving Proportions: Check Your Understanding 040 Single-Variable Equations: Solving Proportions: Project 1: Vacation Plans 049 Proportional Relationships: Dilations: Learn: Defining Dilations and Mapping Statements 050 Proportional Relationships: Dilations: Learn: Dilating Figures 051 Proportional Relationships: Dilations: Learn: Finding Coordinates of a Dilated Image 052 Proportional Relation	Ratios involving Complex Fractions Understand Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships Representing Proportional Relationships* Understand Proportional Relationships Practice: Proportional Relationships Representing Proportional Relationships* Understand Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships Understand Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships Representing Proportional Relationships* Understand Proportional Relationships Practice: Proportional Relationships Representing Proportional Relationships* Understand Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships Understand Proportional	M.3 Unit prices K.1 Find the constant of proportionality from a table K.4 Find the constant of proportionality from a graph J.2 Identify equivalent ratios J.4 Equivalent ratios: word problems J.9 Do the ratios form a proportion? J.10 Do the ratios form a proportion: word problems K.3 Identify proportional relationships by graphing K.6 Identify proportional relationships from graphs and equations K.7 Identify proportional relationships from tables J.12 Solve proportions: word problems J.13 Estimate population size using proportions K.2 Write equations for proportional relationships from tables K.5 Write equations for proportional relationships from graphs K.11 Write and solve equations for proportional relationships L.5 Percents of numbers and money amounts L.6 Percents of numbers: word problems L.7 Solve percent equations K.10 Interpret graphs of proportional relationships L.8 Solve percent equations: word problems L.9 Percent of change L.10 Percent of change: word problems	
CC.2.1.7.E.1	Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Apply and extend previous understandings of operations with fractions to operations with rational numbers. MAT071 - 7th Grade Mathematics 005 The Number System: Add on the Number Line: Learn: Add Numbers with the Same Sign 006 The Number System: Add on the Number Line: Learn: Add Numbers with Opposite Signs 008 The Number System: Sums of Rational Numbers: Learn: Equations Using Additive Inverses 009 The Number System: Sums of Rational Numbers: Learn: Rules for Addition 010 The Number System: Sums of Rational Numbers: Learn: Solve Problems with Sums 012 The Number System: Sums of Rational Numbers: Project 1 Part 1 013 The Number System: Products of Rational Numbers: Learn: Rules for Multiplication 014 The Number System: Products of Rational Numbers: Learn: Properties of Products 015 The Number System: Products of Rational Numbers: Learn: Solve Problems with Products 017 The Number System: Products of Rational Numbers: Project 1 Part 2 018 The Number System: The Distributive Property: Learn: Apply the Distributive Property	Strategies to Add and Subtract Integers Practice: Strategies to Add and Subtract Integers Strategies to Add and Subtract Rationals Practice: Strategies to Add and Subtract Rationals Rational Numbers and Absolute Value* Understand Addition with Integers* Practice: Adding and Subtracting Integers Coordinate Plane and Absolute Value* Strategies to Add and Subtract Rationals* Practice: Strategies to Add and Subtract Rationals* Practice: Adding and Subtracting Integers Practice: Add and Subtract Rationals Add and Subtract Rationals Practice: Add and Subtract Rationals Coordinate Plane and Absolute Value* Understand Addition with Integers Strategies to Add and Subtract Rationals* Practice: Strategies to Add and Subtract Rationals* Practice: Adding and Subtracting Integers Understand Subtraction with Integers Add and Subtract Rationals Strategies to Add and Subtract Integers Practice: Strategies to Add and Subtract Rationals Practice: Strategies to Add and Subtract Rationals	C.1 Integer addition rules C.7 Integer addition and subtraction rules H.12 Apply addition and subtraction rules C.4 Integer subtraction rules C.7 Integer addition and subtraction rules H.12 Apply addition and subtraction rules C.2 Add integers using counters C.3 Add integers C.5 Subtract integers using counters C.6 Subtract integers C.8 Add and subtract integers using counters C.9 Add and subtract integers E.1 Add and subtract decimals G.1 Add and subtract fractions G.3 Add and subtract mixed numbers H.8 Add and subtract positive and negative decimals H.9 Add and subtract positive and negative fractions H.10 Add and subtract rational numbers B.4 Absolute value and opposite integers B. Quantities that combine to zero: word problems A.11 Classify numbers H.1 Convert fractions or mixed numbers to decimals C.12 Integer multiplication rules C.16 Integer multiplication and division rules H.16 Apply multiplication and division rules C.14 Integer division rules C. Equal quotients of integers	

7th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.2.7.B.1	Apply properties of operations to generate equivalent expressions.	Apply properties of operations to generate equivalent expressions. MAT071 - 7th Grade Mathematics 045 Expressions and Equations: Expressions with Addition and Subtraction: Learn: Simplify with Addition and Subtraction 046 Expressions and Equations: Expressions with Addition and Subtraction: Learn: Apply Properties to Simplify Expressions 047 Expressions and Equations: Expressions with Addition and Subtraction: Learn: Solve Problems with Addition and Subtraction 049 Expressions and Equations: Expressions with the Distributive Property: Learn: Use the Distributive Property to Simplify 050 Expressions and Equations: Expressions with the Distributive Property: Learn: Use the Distributive Property to Factor 051 Expressions and Equations: Expressions with the Distributive Property: Learn: Solve Problems with Distribution MAT072 - 7th Grade Mathematics 037 Expressions and Equations: Equivalent Expressions: Learn: Write Equivalent Expressions	Linear Expressions Equivalent Expressions	R.11 Multiply using the distributive property R.13 Write equivalent expressions using properties R.14 Add and subtract linear expressions R.16 Factors of linear expressions R.17 Identify equivalent linear expressions I R.18 Identify equivalent linear expressions II	
CC.2.2.7.B.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Model and solve real-world and mathematical problems by using and connecting numerical algebraic and/or graphical representations. MAT081 - 8th Grade Mathematics 073 Algebra Fundamentals: The Concept of a Function: Learn: Representations of Functions 077 Algebra Fundamentals: The Concept of a Function: Check Your Understanding MAT082 - 8th Grade Mathematics 110 Linear Equations and Functions: Comparing Properties of Linear Functions: Learn: Comparing Graphs and Equations 111 Linear Equations and Functions: Comparing Properties of Linear Functions: Learn: Comparing Tables and Equations 112 Linear Equations and Functions: Comparing Properties of Linear Functions: Check Your Understanding 113 Linear Equations and Functions: Comparing Properties of Linear Functions: Exploration: Comparing Linear Functions 115 Linear Equations and Functions: Comparing Properties of Linear Functions: Project 2: On the Road Again	Problem Solving with Rational Numbers Problem Solving with Rational Numbers Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations	C.20 Evaluate numerical expressions involving integers E.10 Maps with decimal distances E.11 Evaluate numerical expressions involving decimals G.17 Maps with fractional distances I.9 Evaluate numerical expressions involving exponents N.2 Multi-step word problems R.4 Evaluate linear expressions R.5 Evaluate multi-variable expressions R.7 Evaluate nonlinear expressions C.20 Evaluate numerical expressions involving integers E.10 Maps with decimal distances E.11 Evaluate numerical expressions involving decimals G.17 Maps with fractional distances I.9 Evaluate numerical expressions involving exponents N.2 Multi-step word problems R.4 Evaluate linear expressions R.5 Evaluate multi-variable expressions R.7 Evaluate nonlinear expressions T.4 Solve one-step inequalities T.5 Graph solutions to one-step inequalities T.6 Solve two-step inequalities T.7 Graph solutions to two-step inequalities T.4 Solve one-step inequalities T.5 Graph solutions to one-step inequalities T.6 Solve two-step inequalities T.7 Graph solutions	

7th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.3.7.A.1	Solve real-world and mathematical problems involving angle measure area surface area circumference and volume.	Solve real-world and mathematical problems involving angle measure area surface area circumference and volume. MAT072 - 7th Grade Mathematics 039 Expressions and Equations: Equivalent Expressions: Learn: Expressions for Problems with Rational Numbers 040 Expressions and Equations: Equivalent Expressions: Discussion 3 093 Geometry: Area of Polygons: Learn: Solving Problems Involving Area MAT071 - 7th Grade Mathematics 111 Geometry: Area and Circumference of Circles: Learn: Circumferences of Circles 113 Geometry: Area and Circumference of Circles: Learn: How Are Circumferences and Areas Related? MAT081 - 8th Grade Mathematics 142 Real Numbers: Approximations: Learn: Estimating Irrational Expressions 143 Real Numbers: Approximations: Learn: Compare Approximations 145 Real Numbers: Approximations: Discussion 4 146 Real Numbers: Approximations: Check Your Understanding MAT082 - 8th Grade Mathematics 198 Volumes: Cylinders and Cones: Learn: Parts of Cylinders and Cones 204 Volumes: Spheres: Prepare to Learn: Spheres	Problem Solving with Rational Numbers	C.20 Evaluate numerical expressions involving integers E.10 Maps with decimal distances E.11 Evaluate numerical expressions involving decimals G.17 Maps with fractional distances I.9 Evaluate numerical expressions involving exponents N.2 Multi-step word problems R.4 Evaluate linear expressions R.5 Evaluate multi-variable expressions R.7 Evaluate nonlinear expressions	
CC.2.3.7.A.2	Visualize and represent geometric figures and describe the relationships between them.	Visualize and represent geometric figures and describe the relationships between them. MAT071 - 7th Grade Mathematics 105 Geometry: Scale Drawings: Learn: Create Scale Drawings 106 Geometry: Scale Drawings: Discussion 6 108 Geometry: Geometric Figures: Learn: Determine Possibilities for Triangles 109 Geometry: Geometric Figures: Learn: Draw Other Figures 110 Geometry: Geometric Figures: Discussion 6			

7th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.4.7.B.1	Draw inferences about populations based on random sampling concepts.	<p>Draw inferences about populations based on random sampling concepts.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>085 Samples and Inferences: Populations and Samples: Learn: What Are Populations and Samples?</p> <p>086 Samples and Inferences: Populations and Samples: Learn: What Is the Purpose of Samples?</p> <p>087 Samples and Inferences: Populations and Samples: Learn: What Is a Representative Sample?</p> <p>088 Samples and Inferences: Populations and Samples: Discussion 5</p> <p>089 Samples and Inferences: Collect Random Samples: Learn: What Does Random Mean?</p> <p>090 Samples and Inferences: Collect Random Samples: Learn: How Is a Random Sample Collected?</p> <p>091 Samples and Inferences: Collect Random Samples: Learn: Is It a Random Sample?</p> <p>092 Samples and Inferences: Collect Random Samples: Discussion 5</p> <p>093 Samples and Inferences: Use Random Samples: Learn: What Is the Value for the Population?</p> <p>094 Samples and Inferences: Use Random Samples: Learn: Make Conclusions about a Population</p> <p>095 Samples and Inferences: Use Random Samples: Learn: Is the Conclusion</p>	<p>Random Samples Making Statistical Inferences Random Samples Making Statistical Inferences Making Statistical Inferences Understanding Statistics* Understanding Statistics Choosing Data Displays*</p>	<p>CC.8 Identify representative random and biased samples J.13 Estimate population size using proportions</p>	
CC.2.4.7.B.2	Draw informal comparative inferences about two populations.	<p>Draw informal comparative inferences about two populations.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>097 Samples and Inferences: Interpret Sample Results: Learn: Differences in Results</p> <p>098 Samples and Inferences: Interpret Sample Results: Learn: Solve Problems Using Multiple Samples</p>	<p>Using Mean and Mean Absolute Deviation to Compare Data* Using Measures of Center and Variability to Compare Data* Using Mean and Mean Absolute Deviation to Compare Data Probability Concepts</p>	<p>CC.1 Calculate mean median mode and range CC.2 Interpret charts and graphs to find mean median mode and range CC.3 Mean median mode and range: find the missing number CC.4 Changes in mean median mode and range DD.1 Probability of simple events</p>	
CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.	<p>Mathematics</p>	<p>Experimental Probability Experimental Probability Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events</p>	<p>DD.6 Make predictions using theoretical probability DD.6 Make predictions using theoretical probability DD.9 Probability of compound events DD.10 Identify independent and dependent events DD.11 Probability of independent and dependent events DD.9 Probability of compound events DD.10 Identify independent and dependent events DD.11 Probability of independent and dependent events DD.7 Compound events: find the number of outcomes DD.8 Compound events: find the number of sums DD.14 Counting principle DD.7 Compound events: find the number of outcomes DD.8 Compound events: find the number of sums DD.14 Counting principle</p>	

8th Grade Math Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.1.8.E.1	Distinguish between rational and irrational numbers using their properties.	Distinguish between rational and irrational numbers using their properties. MAT062 - 6th Grade Mathematics 012 Numbers and Inequalities: Rational Numbers: Learn: What Is a Rational Number? 032 Absolute Value and Distance: Absolute Value in the Real World: Learn: Magnitude vs. Direction 033 Absolute Value and Distance: Absolute Value in the Real World: Learn: Banking 035 Absolute Value and Distance: Absolute Value in the Real World: Check Your Understanding: Absolute Value in the Real World MAT081 - 8th Grade Mathematics 001 Rational Numbers: Equivalent Forms of Rational Numbers: Prepare to Learn: Equivalent Forms of Rational Numbers 002 Rational Numbers: Equivalent Forms of Rational Numbers: Learn: Introduction to Rational Numbers 117 Real Numbers: Classifying Numbers: Prepare to Learn: Classifying Numbers 120 Real Numbers: Classifying Numbers: Learn: Rational Numbers 121 Real Numbers: Classifying Numbers: Interactive: Classifying Numbers 122 Real Numbers: Classifying Numbers: Discussion 4 123 Real Numbers: Classifying	Rational and Irrational Numbers	D.4 Convert between decimals and fractions or mixed numbers D.5 Identify rational and irrational numbers	

8th Grade Math Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.1.8.E.4	Estimate irrational numbers by comparing them to rational numbers.	Estimate irrational numbers by comparing them to rational numbers. MAT081 - 8th Grade Mathematics 133 Real Numbers: Rational and Irrational Numbers: Learn: Irrational Numbers 134 Real Numbers: Rational and Irrational Numbers: Learn: Rational Vs. Irrational 135 Real Numbers: Rational and Irrational Numbers: Learn: Estimating on the Number Line 136 Real Numbers: Rational and Irrational Numbers: Interactive: Locating Irrational Numbers 137 Real Numbers: Rational and Irrational Numbers: Discussion 4 138 Real Numbers: Rational and Irrational Numbers: Check Your Understanding 141 Real Numbers: Approximations: Learn: Approximating Square Roots 142 Real Numbers: Approximations: Learn: Estimating Irrational Expressions 143 Real Numbers: Approximations: Learn: Compare Approximations 144 Real Numbers: Approximations: Interactive: Classifying Real Numbers 145 Real Numbers: Approximations: Discussion 4 146 Real Numbers: Approximations: Check Your Understanding	Rational and Irrational Numbers Approximating Irrational Numbers	F.17 Estimate positive and negative square roots F.22 Estimate cube roots	

8th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	Apply concepts of radicals and integer exponents to generate equivalent expressions. MAT061 - Math 6A 144 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Learn: Squares and Rectangles 145 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Learn: Right Triangles 146 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Learn: Other Triangles 147 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Check Your Understanding: Areas of Rectangles and Triangles 148 Polygons and Three Dimensional Shapes: Areas of Polygons: Discussion 149 Polygons and Three Dimensional Shapes: Areas of Polygons: Learn: Areas of Special Quadrilaterals 150 Polygons and Three Dimensional Shapes: Areas of Polygons: Learn: Areas of Regular Polygons 151 Polygons and Three Dimensional Shapes: Areas of Polygons: Learn: Areas of Irregular Polygons 152 Polygons and Three Dimensional Shapes: Areas of Polygons: Check Your Understanding: Areas of Polygons	Properties of Integer Exponents Square Roots and Cube Roots Scientific Notation Operations with Numbers Expressed in Scientific Notation	F.4 Exponents with negative bases F.6 Understanding negative exponents F.7 Evaluate negative exponents F.12 Evaluate expressions using properties of exponents F.13 Identify equivalent expressions involving exponents I F.14 Identify equivalent expressions involving exponents II F.15 Square roots of perfect squares F.16 Positive and negative square roots F.18 Relationship between squares and square roots F.19 Solve equations using square roots F.20 Cube roots of perfect cubes F.21 Solve equations using cube roots G.1 Convert between standard and scientific notation G.2 Compare numbers written in scientific notation G. Add and subtract numbers written in scientific notation G.3 Multiply numbers written in scientific notation G.4 Divide numbers written in scientific notation	
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	Understand the connections between proportional relationships lines and linear equations. MAT072 - 7th Grade Mathematics 021 Ratios and Proportions: Proportional Relationships in Graphs: Learn: Solve Problems Using Graphs 022 Ratios and Proportions: Proportional Relationships in Tables and Diagrams: Learn: Interpret Points from Diagrams and Tables 023 Ratios and Proportions: Proportional Relationships in Tables and Diagrams: Learn: Write Equations Using Diagrams and Tables 024 Ratios and Proportions: Proportional Relationships in Tables and Diagrams: Learn: Solve Problems Using Tables and Diagrams 026 Ratios and Proportions: Proportional Relationships in Verbal Descriptions: Learn: Interpret Points from Verbal Descriptions 027 Ratios and Proportions: Proportional Relationships in Verbal Descriptions: Learn: Write Equations Using Verbal Descriptions 028 Ratios and Proportions: Proportional Relationships in Verbal Descriptions: Learn: Solve Problems Using Verbal Descriptions 029 Ratios and Proportions: Proportions	Representing Proportional Relationships Representing Proportional Relationships Linear Functions* Linear Equations and Slope Linear Functions* Linear Equations and Slope	I.1 Find the constant of proportionality from a table I.4 Find the constant of proportionality from a graph I.8 Graph proportional relationships I.1 Find the constant of proportionality from a table I.4 Find the constant of proportionality from a graph I.8 Graph proportional relationships Y.1 Find the slope of a graph Y.2 Find the slope from two points Y.4 Find the slope of a linear equation Y.5 Graph a line using slope Y.6 Graph a line from an equation in slope-intercept form Y.8 Write a linear equation from a graph Y.1 Find the slope of a graph Y.2 Find the slope from two points Y.4 Find the slope of a linear equation Y.5 Graph a line using slope Y.6 Graph a line from an equation in slope-intercept form Y.8 Write a linear equation from a graph	

8th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.2.8.B.3	Analyze and solve linear equations and pairs of simultaneous linear equations.	Analyze and solve linear equations and pairs of simultaneous linear equations. MAT082 - 8th Grade Mathematics 116 Systems of Linear Equations: Solving Systems by Graphing: Learn: Defining Systems of Linear Equations 117 Systems of Linear Equations: Solving Systems by Graphing: Learn: Solving Systems Graphically 118 Systems of Linear Equations: Solving Systems by Graphing: Learn: No Solutions or Infinitely Many Solutions 119 Systems of Linear Equations: Solving Systems by Graphing: Practice: Solving Systems Graphically 120 Systems of Linear Equations: Solving Systems by Graphing: Discussion 16 122 Systems of Linear Equations: Solving Systems by Graphing: Check Your Understanding 123 Systems of Linear Equations: Solving Systems by Substitution: Discussion 17 125 Systems of Linear Equations: Solving Systems by Substitution: Learn: Substitution: Slope-Intercept Form 126 Systems of Linear Equations: Solving Systems by Substitution: Learn: Substitution: One Variable Isolated	Solving Linear Equations with Rational Coefficients Solving Linear Equations Solving Linear Equations with Rational Coefficients Solving Linear Equations Systems of Linear Equations Solving Systems of Linear Equations Algebraically* Solving Linear Equations* Systems of Linear Equations Solving Systems of Linear Equations Algebraically* Solving Linear Equations* Systems of Linear Equations Solving Systems of Linear Equations Algebraically* Solving Linear Equations*	W.3 Model and solve equations using algebra tiles W.8 Solve two-step equations W.9 Solve multi-step equations W.10 Solve equations involving like terms W.11 Solve equations with variables on both sides W.12 Solve equations: mixed review W.13 Solve equations: complete the solution W.14 Solve equations: word problems W.15 Find the number of solutions W.16 Create equations with no solutions or infinitely many solutions AA.3 Solve a system of equations by graphing: word problems AA.9 Solve a system of equations using substitution: word problems AA.11 Solve a system of equations using elimination: word problems AA.5 Find the number of solutions to a system of equations AA.8 Solve a system of equations using substitution AA.10 Solve a system of equations using elimination AA.1 Is (x y) a solution to the system of equations? AA.2 Solve a system of equations by graphing AA.4 Find the number of solutions to a system of equations by graphing	

8th Grade Math Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.2.8.C.1	Define, evaluate, and compare functions.	Define evaluate and compare functions. MAT072 - 7th Grade Mathematics 042 Expressions and Equations: Solve Percent Problems Using Equations: Learn: Simple Interest 043 Expressions and Equations: Solve Percent Problems Using Equations: Learn: Is the Answer Reasonable? (Percents) MAT062 - 6th Grade Mathematics 031 Absolute Value and Distance: Absolute Value in the Real World: Discussion 053 Variables and Relationships: Using Variables: Learn: What Do Variables Represent? 056 Variables and Relationships: Using Variables: Check Your Understanding: Using Variables 074 Variables and Relationships: Problem Solving with Relationships: Learn: Substituting for a Variable 075 Variables and Relationships: Problem Solving with Relationships: Learn: Properties of Equality 076 Variables and Relationships: Problem Solving with Relationships: Learn: Problem Solving with Relationships 077 Variables and Relationships: Problem Solving with Relationships: Check Your Understanding: Problem Solving with Relationships			

8th Grade Math Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.2.8.C.2	Use concepts of functions to model relationships between quantities.	<p>Use concepts of functions to model relationships between quantities.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>054 Expressions and Equations: Interpret Situations: Learn: Equations for Situations</p> <p>059 Expressions and Equations: Solve Equations: Learn: Solve Equations for Situations</p> <p>062 Expressions and Equations: Compare Methods of Problem Solving: Learn: Situations with Basic Equations</p> <p>063 Expressions and Equations: Compare Methods of Problem Solving: Learn: Situations with the Distributive Property</p> <p>064 Expressions and Equations: Compare Methods of Problem Solving: Learn: Write Equations from Solutions</p> <p>116 Geometry: Angle Relationships: Learn: Find Unknown Measures</p> <p>117 Geometry: Angle Relationships: Discussion 6</p> <p>MAT072 - 7th Grade Mathematics</p> <p>020 Ratios and Proportions: Proportional Relationships in Graphs: Learn: Write Equations Using Graphs</p> <p>021 Ratios and Proportions: Proportional Relationships in Graphs: Learn: Solve Problems Using Graphs</p>			

8th Grade Math Alignment

PA Core					
Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	Understand and apply congruence similarity and geometric transformations using various tools. MAT071 - 7th Grade Mathematics 103 Geometry: Scale Drawings: Learn: Find a Scale Factor 104 Geometry: Scale Drawings: Learn: Find Missing Measures 105 Geometry: Scale Drawings: Learn: Create Scale Drawings 106 Geometry: Scale Drawings: Discussion 6 MAT082 - 8th Grade Mathematics 042 Proportional Relationships: Rigid Transformations and Congruence: Interactive: Transformations and Congruence 043 Proportional Relationships: Rigid Transformations and Congruence: Discussion 6 044 Proportional Relationships: Rigid Transformations and Congruence: Check Your Understanding 045 Proportional Relationships: Rigid Transformations and Congruence: Learn: Transformations 046 Proportional Relationships: Rigid Transformations and Congruence: Learn: Are Two Figures Congruent? 047 Proportional Relationships: Rigid Transformations and Congruence: Learn: Determine Transformations for Congruence 048 Proportional Relationships: Dilation	The Pythagorean Theorem The Pythagorean Theorem The Pythagorean Theorem The Pythagorean Theorem Applications of the Pythagorean Theorem Applications of the Pythagorean Theorem	R.5 Converse of the Pythagorean theorem: is it a right triangle? R.5 Converse of the Pythagorean theorem: is it a right triangle? R.1 Pythagorean theorem: find the length of the hypotenuse R.2 Pythagorean theorem: find the missing leg length R.3 Pythagorean theorem: find the perimeter R.4 Pythagorean theorem: word problems R.1 Pythagorean theorem: find the length of the hypotenuse R.2 Pythagorean theorem: find the missing leg length R.3 Pythagorean theorem: find the perimeter R.4 Pythagorean theorem: word problems N.4 Find the distance between two points N.4 Find the distance between two points	

8th Grade Math Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)	newsela
CC.2.3.8.A.3	Understand and apply the Pythagorean Theorem to solve problems.	<p>Understand and apply the Pythagorean Theorem to solve problems.</p> <p>MAT081 - 8th Grade Mathematics</p> <p>148 Real Numbers: Applying the Pythagorean Theorem: Learn: Finding a Hypotenuse</p> <p>149 Real Numbers: Applying the Pythagorean Theorem: Learn: Finding a Leg</p> <p>150 Real Numbers: Applying the Pythagorean Theorem: Learn: Using the Pythagorean Theorem</p> <p>151 Real Numbers: Applying the Pythagorean Theorem: Word Problem Investigation: Applying the Pythagorean Theorem</p> <p>152 Real Numbers: Applying the Pythagorean Theorem: Discussion 4</p> <p>153 Real Numbers: Applying the Pythagorean Theorem: Check Your Understanding</p> <p>216 Geometric Relationships: Dissecting the Pythagorean Theorem: Prepare to Learn: Dissecting the Pythagorean Theorem</p> <p>217 Geometric Relationships: Dissecting the Pythagorean Theorem: Learn: Why Does the Pythagorean Theorem Work?</p> <p>218 Geometric Relationships: Dissecting the Pythagorean Theorem: Learn: Converse of the Pythagorean Theorem</p>	Volume of Cylinders Cones and Spheres	T.10 Volume of cylinders T.11 Volume of cones T.14 Volume of spheres	
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.		Scatter Plots Linear Models Problem Solving with Linear Models	CC.15 Identify trends with scatter plots DD.8 Outliers in scatter plots DD.9 Scatter plots: line of best fit DD.9 Scatter plots: line of best fit	
CC.2.4.8.B.2	Understand that patterns of association can be seen in bivariate data utilizing frequencies.		Associations Between Two Categorical Variables	EE. Find probabilities using two-way frequency tables	

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.6.E.3	Develop and/or apply number theory concepts to find common factors and multiples.	<p>Develop and/or apply number theory concepts to find common factors and multiples.</p> <p>MAT061 - Math 6A</p> <p>013 Whole Numbers and Fractions: Greatest Common Factor and Least Common Multiple: Learn: Greatest Common Factor</p> <p>014 Whole Numbers and Fractions: Greatest Common Factor and Least Common Multiple: Learn: Least Common Multiple</p> <p>015 Whole Numbers and Fractions: Greatest Common Factor and Least Common Multiple: Check Your Understanding: Greatest Common Factor and Least Common Multiple</p> <p>016 Whole Numbers and Fractions: Adding and Subtracting Fractions: Discussion</p> <p>017 Whole Numbers and Fractions: Adding and Subtracting Fractions: Learn: Rewriting Fractions</p> <p>022 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Multiplying Fractions</p> <p>023 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Dividing Fractions</p> <p>024 Whole Numbers and Fractions: Multiplying and Dividing Fractions: Learn: Multiplying and Dividing Mixed Numbers 025</p> <p>Whole Numbers and Fractions: Multiplying and Dividing Fractions</p>		<p>E.4 Identify factors E. Find all the factor pairs of a number E.9 Least common multiple E.11 GCF and LCM: word problems Identify factors BGJ</p> <p>Find all the factor pairs of a number VTM</p> <p>Greatest common factor AMB Least common multiple NGA GCF and LCM: word problems ZB8</p>

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.7.B.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	<p>Model and solve real-world and mathematical problems by using and connecting numerical algebraic and/or graphical representations.</p> <p>MAT081 - 8th Grade Mathematics 073 Algebra Fundamentals: The Concept of a Function: Learn: Representations of Functions 077 Algebra Fundamentals: The Concept of a Function: Check Your Understanding</p> <p>MAT082 - 8th Grade Mathematics 110 Linear Equations and Functions: Comparing Properties of Linear Functions: Learn: Comparing Graphs and Equations 111 Linear Equations and Functions: Comparing Properties of Linear Functions: Learn: Comparing Tables and Equations 112 Linear Equations and Functions: Comparing Properties of Linear Functions: Check Your Understanding 113 Linear Equations and Functions: Comparing Properties of Linear Functions: Exploration: Comparing Linear Functions 115 Linear Equations and Functions: Comparing Properties of Linear Functions: Project 2: On the Road Again</p>	<p>Problem Solving with Rational Numbers Problem Solving with Rational Numbers Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations Problem Solving with Inequalities Using Equations to Solve Problems Problem Solving with Equations</p>	<p>C.20 Evaluate numerical expressions involving integers E.10 Maps with decimal distances E.11 Evaluate numerical expressions involving decimals G.17 Maps with fractional distances I.9 Evaluate numerical expressions involving exponents N.2 Multi-step word problems R.4 Evaluate linear expressions R.5 Evaluate multi-variable expressions R.7 Evaluate nonlinear expressions C.20 Evaluate numerical expressions involving integers E.10 Maps with decimal distances E.11 Evaluate numerical expressions involving decimals G.17 Maps with fractional distances I.9 Evaluate numerical expressions involving exponents N.2 Multi-step word problems R.4 Evaluate linear expressions R.5 Evaluate multi-variable expressions R.7 Evaluate nonlinear expressions S.3 Model and solve equations using algebra tiles S.6 Solve two-step equations S.7 Solve equations: word problems S.8 Solve equations involving like terms S.9 Solve equations: complete the solution U.4 Solve word problems involving two-variable equations T.4 Solve one-step inequalities</p>

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.7.B.3	Investigate chance processes and develop, use, and evaluate probability models.		Experimental Probability Experimental Probability Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events Probability of Compound Events Probability of Compound Events Simulations of Compound Events	DD.6 Make predictions using theoretical probability DD.6 Make predictions using theoretical probability DD.7 Compound events: find the number of outcomes DD.8 Compound events: find the number of sums DD.14 Counting principle DD.9 Probability of compound events DD.10 Identify independent and dependent events DD.11 Probability of independent and dependent events DD.7 Compound events: find the number of outcomes DD.8 Compound events: find the number of sums DD.14 Counting principle DD.9 Probability of compound events DD.10 Identify independent and dependent events DD.11 Probability of independent and dependent events

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.8.E.1	Distinguish between rational and irrational numbers using their properties.	Distinguish between rational and irrational numbers using their properties. MAT062 - 6th Grade Mathematics 012 Numbers and Inequalities: Rational Numbers: Learn: What Is a Rational Number? 032 Absolute Value and Distance: Absolute Value in the Real World: Learn: Magnitude vs. Direction 033 Absolute Value and Distance: Absolute Value in the Real World: Learn: Banking 035 Absolute Value and Distance: Absolute Value in the Real World: Check Your Understanding: Absolute Value in the Real World MAT081 - 8th Grade Mathematics 001 Rational Numbers: Equivalent Forms of Rational Numbers: Prepare to Learn: Equivalent Forms of Rational Numbers 002 Rational Numbers: Equivalent Forms of Rational Numbers: Learn: Introduction to Rational Numbers 117 Real Numbers: Classifying Numbers: Prepare to Learn: Classifying Numbers 120 Real Numbers: Classifying Numbers: Learn: Rational Numbers 121 Real Numbers: Classifying Numbers: Interactive: Classifying Numbers 122 Real Numbers: Classifying Numbers: Discussion 4 123 Real Numbers: Classifying Numbers	Rational and Irrational Numbers	D.4 Convert between decimals and fractions or mixed numbers D.5 Identify rational and irrational numbers

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.8.E.4	Estimate irrational numbers by comparing them to rational numbers.	Estimate irrational numbers by comparing them to rational numbers. MAT081 - 8th Grade Mathematics 133 Real Numbers: Rational and Irrational Numbers: Learn: Irrational Numbers 134 Real Numbers: Rational and Irrational Numbers: Learn: Rational Vs. Irrational 135 Real Numbers: Rational and Irrational Numbers: Learn: Estimating on the Number Line 136 Real Numbers: Rational and Irrational Numbers: Interactive: Locating Irrational Numbers 137 Real Numbers: Rational and Irrational Numbers: Discussion 4 138 Real Numbers: Rational and Irrational Numbers: Check Your Understanding 141 Real Numbers: Approximations: Learn: Approximating Square Roots 142 Real Numbers: Approximations: Learn: Estimating Irrational Expressions 143 Real Numbers: Approximations: Learn: Compare Approximations 144 Real Numbers: Approximations: Interactive: Classifying Real Numbers 145 Real Numbers: Approximations: Discussion 4 146 Real Numbers: Approximations: Check Your Understanding	Rational and Irrational Numbers Approximating Irrational Numbers	F.17 Estimate positive and negative square roots F.22 Estimate cube roots

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.8.B.1	Apply concepts of radicals and integer exponents to generate equivalent expressions.	<p>Apply concepts of radicals and integer exponents to generate equivalent expressions.</p> <p>MAT061 - Math 6A</p> <p>144 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Learn: Squares and Rectangles</p> <p>145 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Learn: Right Triangles</p> <p>146 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Learn: Other Triangles</p> <p>147 Equations and Figures in Two Dimensions: Areas of Rectangles and Triangles: Check Your Understanding: Areas of Rectangles and Triangles</p> <p>148 Polygons and Three Dimensional Shapes: Areas of Polygons: Discussion</p> <p>149 Polygons and Three Dimensional Shapes: Areas of Polygons: Learn: Areas of Special Quadrilaterals</p> <p>150 Polygons and Three Dimensional Shapes: Areas of Polygons: Learn: Areas of Regular Polygons</p> <p>151 Polygons and Three Dimensional Shapes: Areas of Polygons: Learn: Areas of Irregular Polygons</p> <p>152 Polygons and Three Dimensional Shapes: Areas of Polygons: Check Your Understanding: Areas of Polygons</p>	Properties of Integer Exponents Square Roots and Cube Roots Scientific Notation Operations with Numbers Expressed in Scientific Notation	F.4 Exponents with negative bases F.6 Understanding negative exponents F.7 Evaluate negative exponents F.12 Evaluate expressions using properties of exponents F.13 Identify equivalent expressions involving exponents I F.14 Identify equivalent expressions involving exponents II F.15 Square roots of perfect squares F.16 Positive and negative square roots F.18 Relationship between squares and square roots F.19 Solve equations using square roots F.20 Cube roots of perfect cubes F.21 Solve equations using cube roots G.1 Convert between standard and scientific notation G.2 Compare numbers written in scientific notation G. Add and subtract numbers written in scientific notation G.3 Multiply numbers written in scientific notation G.4 Divide numbers written in scientific notation

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.8.B.2	Understand the connections between proportional relationships, lines, and linear equations.	<p>Understand the connections between proportional relationships lines and linear equations.</p> <p>MAT072 - 7th Grade Mathematics</p> <p>021 Ratios and Proportions: Proportional Relationships in Graphs: Learn: Solve Problems Using Graphs</p> <p>022 Ratios and Proportions: Proportional Relationships in Tables and Diagrams: Learn: Interpret Points from Diagrams and Tables</p> <p>023 Ratios and Proportions: Proportional Relationships in Tables and Diagrams: Learn: Write Equations Using Diagrams and Tables</p> <p>024 Ratios and Proportions: Proportional Relationships in Tables and Diagrams: Learn: Solve Problems Using Tables and Diagrams</p> <p>026 Ratios and Proportions: Proportional Relationships in Verbal Descriptions: Learn: Interpret Points from Verbal Descriptions</p> <p>027 Ratios and Proportions: Proportional Relationships in Verbal Descriptions: Learn: Write Equations Using Verbal Descriptions</p> <p>028 Ratios and Proportions: Proportional Relationships in Verbal Descriptions: Learn: Solve Problems Using Verbal Descriptions</p> <p>029 Ratios and Proportions: Proportions</p>	Representing Proportional Relationships Representing Proportional Relationships Linear Functions* Linear Equations and Slope Linear Functions* Linear Equations and Slope	<p>I.1 Find the constant of proportionality from a table I.4 Find the constant of proportionality from a graph I.8 Graph proportional relationships I.1 Find the constant of proportionality from a table I.4 Find the constant of proportionality from a graph I.8 Graph proportional relationships Y.1 Find the slope of a graph Y.2 Find the slope from two points Y.4 Find the slope of a linear equation Y.5 Graph a line using slope Y.6 Graph a line from an equation in slope-intercept form Y.8 Write a linear equation from a graph </p> <p>Y.1 Find the slope of a graph Y.2 Find the slope from two points Y.4 Find the slope of a linear equation Y.5 Graph a line using slope Y.6 Graph a line from an equation in slope-intercept form Y.8 Write a linear equation from a graph</p>

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.8.B.3	Analyze and solve linear equations and pairs of simultaneous linear equations.	Analyze and solve linear equations and pairs of simultaneous linear equations. MAT082 - 8th Grade Mathematics 116 Systems of Linear Equations: Solving Systems by Graphing: Learn: Defining Systems of Linear Equations 117 Systems of Linear Equations: Solving Systems by Graphing: Learn: Solving Systems Graphically 118 Systems of Linear Equations: Solving Systems by Graphing: Learn: No Solutions or Infinitely Many Solutions 119 Systems of Linear Equations: Solving Systems by Graphing: Practice: Solving Systems Graphically 120 Systems of Linear Equations: Solving Systems by Graphing: Discussion 16 122 Systems of Linear Equations: Solving Systems by Graphing: Check Your Understanding 123 Systems of Linear Equations: Solving Systems by Substitution: Discussion 17 125 Systems of Linear Equations: Solving Systems by Substitution: Learn: Substitution: Slope-Intercept Form 126 Systems of Linear Equations: Solving Systems by Substitution: Learn: Substitution: One Variable Isolated	Solving Linear Equations with Rational Coefficients Solving Linear Equations Solving Linear Equations with Rational Coefficients Solving Linear Equations Systems of Linear Equations Solving Systems of Linear Equations Algebraically* Solving Linear Equations* Systems of Linear Equations Solving Systems of Linear Equations Algebraically* Solving Linear Equations* Systems of Linear Equations Solving Systems of Linear Equations Algebraically* Solving Linear Equations*	W.15 Find the number of solutions W.16 Create equations with no solutions or infinitely many solutions W.3 Model and solve equations using algebra tiles W.8 Solve two-step equations W.9 Solve multi-step equations W.10 Solve equations involving like terms W.11 Solve equations with variables on both sides W.12 Solve equations: mixed review W.13 Solve equations: complete the solution W.14 Solve equations: word problems AA.5 Find the number of solutions to a system of equations AA.8 Solve a system of equations using substitution AA.10 Solve a system of equations using elimination AA.1 Is (x, y) a solution to the system of equations? AA.2 Solve a system of equations by graphing AA.4 Find the number of solutions to a system of equations by graphing AA.3 Solve a system of equations by graphing: word problems AA.9 Solve a system of equations using substitution: word problems AA.11 Solve a system of equations using elimination: word problems

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CC.2.2.8.C.1	Define, evaluate, and compare functions.	<p>Define evaluate and compare functions.</p> <p>MAT072 - 7th Grade Mathematics</p> <p>042 Expressions and Equations: Solve Percent Problems Using Equations: Learn: Simple Interest</p> <p>043 Expressions and Equations: Solve Percent Problems Using Equations: Learn: Is the Answer Reasonable? (Percents)</p> <p>MAT062 - 6th Grade Mathematics</p> <p>031 Absolute Value and Distance: Absolute Value in the Real World: Discussion</p> <p>053 Variables and Relationships: Using Variables: Learn: What Do Variables Represent?</p> <p>056 Variables and Relationships: Using Variables: Check Your Understanding: Using Variables</p> <p>074 Variables and Relationships: Problem Solving with Relationships: Learn: Substituting for a Variable</p> <p>075 Variables and Relationships: Problem Solving with Relationships: Learn: Properties of Equality</p> <p>076 Variables and Relationships: Problem Solving with Relationships: Learn: Problem Solving with Relationships</p> <p>077 Variables and Relationships: Problem Solving with Relationships: Check Your Understanding: Problem Solving with Relationships</p>		<p>Identify functions ELJ Does (x, y) satisfy the linear function? 5BD Evaluate a linear function LNV Complete a table for a linear function D9B Complete a table and graph a linear function DC2 Interpret the graph of a linear function: word problems 9E8 Compare linear functions: graphs and equations BQQ Compare linear functions: tables, graphs, and equations N7D Identify linear and nonlinear functions: graphs and equations XB8 Identify linear and nonlinear functions: tables VGS Find values using function graphs 7N2 Complete a table for a function graph 7EK Domain and range of functions JZD Identify functions ELJ Does (x, y) satisfy the linear function? 5BD Evaluate a linear function LNV Complete a table for a linear function D9B Complete a table and graph a linear function DC2 Interpret the graph of a linear function: word problems 9E8 Compare linear functions: graphs and equations BQQ Compare linear functions: tables, graphs, and equations N7D Identify linear and nonlinear functions: graphs and equations XB8</p>

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.8.C.2	Use concepts of functions to model relationships between quantities.	Use concepts of functions to model relationships between quantities. MAT071 - 7th Grade Mathematics 054 Expressions and Equations: Interpret Situations: Learn: Equations for Situations 059 Expressions and Equations: Solve Equations: Learn: Solve Equations for Situations 062 Expressions and Equations: Compare Methods of Problem Solving: Learn: Situations with Basic Equations 063 Expressions and Equations: Compare Methods of Problem Solving: Learn: Situations with the Distributive Property 064 Expressions and Equations: Compare Methods of Problem Solving: Learn: Write Equations from Solutions 116 Geometry: Angle Relationships: Learn: Find Unknown Measures 117 Geometry: Angle Relationships: Discussion 6 MAT072 - 7th Grade Mathematics 020 Ratios and Proportions: Proportional Relationships in Graphs: Learn: Write Equations Using Graphs 021 Ratios and Proportions: Proportional Relationships in Graphs: Learn: Solve Problems Using Graphs		Write equations for proportional relationships from tables S69 Write equations for proportional relationships from graphs G7N Find the slope of a graph D7M Find the slope from two points ZAC Find the slope of a linear equation U55 Graph a line using slope FSV Write a linear equation from a slope and y-intercept WHP Write a linear equation from a graph WHM Write a linear equation from a slope and a point VKP Write a linear equation from two points 2R9 Constant rate of change ZPF Write a linear function from a table UYY Write linear functions: word problems YK6
CC.2.4.8.B.1	Analyze and/or interpret bivariate data displayed in multiple representations.		Scatter Plots Linear Models Problem Solving with Linear Models	CC.15 Identify trends with scatter plots DD.8 Outliers in scatter plots DD.9 Scatter plots: line of best fit DD.9 Scatter plots: line of best fit

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.1.HS.F.1	Apply and extend the properties of exponents to solve problems with rational exponents	Apply and extend the properties of exponents to solve problems with rational exponents. MAT101 - Algebra 1A 019 The Real Numbers: Exponents Roots and Irrational Numbers: Learn: Integer Exponents and Their Properties 020 The Real Numbers: Exponents Roots and Irrational Numbers: Practice: Integer Exponents and Their Properties 021 The Real Numbers: Exponents Roots and Irrational Numbers: Learn: Roots and Radicals 022 The Real Numbers: Exponents Roots and Irrational Numbers: Practice: Roots and Radicals 025 The Real Numbers: Exponents Roots and Irrational Numbers: Project 1: Sums of Real Numbers II 026 The Real Numbers: Rational Exponents: Prepare to Learn: Rational Exponents 027 The Real Numbers: Rational Exponents: Learn: Radicals and Rational Exponents 028 The Real Numbers: Rational Exponents: Practice: Radicals and Rational Exponents 031 The Real Numbers: Rational Exponents: Learn: Properties of Rational Exponents 032 The Real Numbers: Rational Exponents: Practice: Properties of Rational Exponents		Evaluate integers raised to rational exponents PQH Multiplication with rational exponents YG7 Division with rational exponents H47 Power rule with rational exponents QF8 Simplify expressions involving rational exponents 89Q
CC.2.1.HS.F.2	Apply properties of rational and irrational numbers to solve real world or mathematical problems.			Convert between decimals and fractions WSD Convert between repeating decimals and fractions AH5 Square roots 7PZ Sort rational and irrational numbers ALH Classify rational and irrational numbers 3S8 Properties of operations on rational and irrational numbers C7S Classify numbers RB8 Convert between percents, fractions, and decimals UWL Properties of addition and multiplication TQS Distributive property BHL Simplify variable expressions using properties HHR Evaluate expressions using properties of exponents LRR Identify equivalent expressions involving exponents I EUF Identify equivalent expressions involving exponents II RKA

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CC.2.1.HS.F.3	Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.			Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX
CC.2.1.HS.F.4	Use units as a way to understand problems and to guide the solution of multi-step problems.	Use units as a way to understand problems and to guide the solution of multi-step problems. MAT301 - Algebra 2A 134 Triggly Tails: Angles & Radians: Research: Angles & Radians		Convert rates and measurements: customary units TXC Convert rates and measurements: metric units 6W2 Unit prices with unit conversions LT6 Multi-step problems with unit conversions EHV
CC.2.1.HS.F.5	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.			Precision QK9 Greatest possible error TZC Minimum and maximum area and volume 4V9 Percent error LNU Percent error: area and volume XVT Precision M5E Greatest possible error FLJ Minimum and maximum area and volume VX7 Percent error FBC Percent error: area and volume R9U

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.1	Use the concept and notation of functions to interpret and apply them in terms of their context.	<p>Use the concept and notation of functions to interpret and apply them in terms of their context.</p> <p>MA201 - Geometry A SA</p> <p>015 Origin Story: Comparing Transformations: Math Muscle Exercise</p> <p>017 Origin Story: Comparing Transformations: Level Up: Comparing Transformations</p> <p>018 Origin Story: Comparing Transformations: Plot Thickens! 019 Origin Story: Comparing Transformations: Training! 020 Origin Story: Comparing Transformations: Epilogue</p> <p>MAT101 - Algebra 1A</p> <p>162 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Learn: What Is a Parabola?</p> <p>163 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Practice: What Is a Parabola?</p> <p>168 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Project 3: When Is It Okay Not to Be Precise?</p> <p>MAT301 - Algebra 2A</p> <p>034 Planting the Seeds for Success: The Remainder Theorem: Chapter 2 Project: Polynomial Gardens</p> <p>110 Rationally Radical: Graph Radical Functions: Research: Graph Radical Functions</p> <p>MAT302 - Algebra 2B</p> <p>044 Out of the Woods: Inverse Fun</p>		<p>Domain and range of relations 2CG Identify independent and dependent variables N55 Identify functions VLL Identify functions: vertical line test HLX Find values using function graphs QCG Evaluate a function R96 Evaluate a function: plug in an expression VNZ Complete a function table from a graph HXF Complete a function table from an equation Z73 Interpret the graph of a function: word problems STU Interpret functions using everyday language U98 Domain and range 78A Identify functions LBJ Evaluate functions PS2 Find values using function graphs FS8 Complete a table for a function graph W5Z Complete a function table: quadratic functions Q9X Domain and range of polynomials Y86 Domain and range of radical functions HR9 Domain and range of exponential and logarithmic functions GLL</p>

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.2	Graph and analyze functions and use their properties to make connections between the different representations.	Graph and analyze functions and use their properties to make connections between the different representations. MAT302 - Algebra 2B 080 A Model Family: Exploring Function Families: Research: Exploring Function Families 084 A Model Family: Building Models: Math Muscle Exercises 086 A Model Family: Building Models: Research: Building Models 088 A Model Family: Building Models: Chapter 3: Wedding Bells 089 A Model Family: Building Models: Denouement 091 Theoretically Speaking: Modeling Data From Simulations: Morning MAT102 - Algebra 1B 048 More About Functions: Exponential Functions: Learn: Comparing Exponential Functions 049 More About Functions: Exponential Functions: Practice: Comparing Exponential Functions 090 Using Functions: Problem Solving with Functions: Learn: Comparing Properties of Functions in Different Forms 091 Using Functions: Problem Solving with Functions: Practice: Comparing Properties of Functions in Different Forms		Identify linear functions from graphs and equations VMQ Identify linear functions from tables F5G Find the slope of a graph E7D Find the slope from two points MD5 Slope-intercept form: find the slope and y-intercept R5T Slope-intercept form: graph an equation UWB Complete a table and graph a linear function JFG Standard form: find x- and y-intercepts 8SN Standard form: graph an equation U6U Point-slope form: graph an equation F8H Find the slope of a linear function W67 Graph a linear function LSG Characteristics of quadratic functions: graphs WMS Characteristics of quadratic functions: equations L8C Graph a quadratic function S9G Match quadratic functions and graphs QCE Match polynomials and graphs XJU Match exponential functions and graphs PCX

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.3	Write functions or sequences that model relationships between two quantities.	<p>Write functions or sequences that model relationships between two quantities.</p> <p>MAT101 - Algebra 1A</p> <p>044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context</p> <p>045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context</p> <p>046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations</p> <p>047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations</p> <p>048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step</p> <p>054 Lines and Their Graphs: Forms of Equations of Lines: Learn: Standard Form</p> <p>055 Lines and Their Graphs: Forms of Equations of Lines: Practice: Standard Form</p> <p>059 Lines and Their Graphs: Graphing Lines: Learn: From Slope-Intercept or Point-Slope Form</p> <p>060 Lines and Their Graphs: Graphing Lines: Practice: From Slope-Intercept or Point-Slope Form</p>		<p>Identify arithmetic and geometric sequences</p> <p>X76 Arithmetic sequences ALG Geometric sequences HLJ Evaluate variable expressions for number sequences PMN Write variable expressions for arithmetic sequences 5VF Write variable expressions for geometric sequences XPC Number sequences: mixed review FEL Slope intercept form: write an equation from a graph 9GW Slope-intercept form: write an equation from a table SSE Slope-intercept form: write an equation from a word problem HWM Write linear functions to solve word problems 9RQ Point-slope form: write an equation PPE Point-slope form: write an equation from a graph LBX Write an equation for a parallel or perpendicular line 5SH Write the equation of a linear function PBE Write a quadratic function from its zeros G2Q Write a quadratic function from its vertex and another point URV Find terms of an arithmetic sequence C8R Find terms of a geometric sequence BHV Evaluate explicit formulas for sequences</p>

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.4	Interpret the effects transformations have on functions and find the inverses of functions.	Interpret the effects transformations have on functions and find the inverses of functions. MAT301 - Algebra 2A 110 Rationally Radical: Graph Radical Functions: Research: Graph Radical Functions 111 Rationally Radical: Graph Radical Functions: Night 114 Rationally Radical: Intersections of Functions: Math Muscle Exercises 140 Triggly Tails: Graphing Sine Cosine and Tangent Functions: Research: Graphing Sine Cosine & Tangent Functions 141 Triggly Tails: Graphing Sine Cosine and Tangent Functions: Night 144 Triggly Tails: Identifying Key Features: Math Muscle Exercises MAT302 - Algebra 2B 044 Out of the Woods: Inverse Functions: Research: Inverse Functions 045 Out of the Woods: Inverse Functions: Night 046 Out of the Woods: Inverse Functions: Chapter 2: Pigs and Paint and Potions 047 Out of the Woods: Inverse Functions: Denouement 048 Out of the Woods: Logarithms Part 1: Math Muscle Exercise 050 Out of the Woods: Logarithms Part 1: Research: Logarithms Part 1		Find the inverse of a function VME Transformations of linear functions C8G Identify inverse functions 9KT Find inverse functions and relations ZRQ Function transformation rules R7X Translations of functions F6J Reflections of functions PHV Dilations of functions NNY Transformations of functions RSN Describe function transformations KT8

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.5	Construct and compare linear, quadratic and exponential models to solve problems.	<p>Construct and compare linear quadratic and exponential models to solve problems.</p> <p>MAT101 - Algebra 1A</p> <p>044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context</p> <p>045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context</p> <p>048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step</p> <p>054 Lines and Their Graphs: Forms of Equations of Lines: Learn: Standard Form</p> <p>055 Lines and Their Graphs: Forms of Equations of Lines: Practice: Standard Form 059 Lines and Their Graphs: Graphing Lines: Learn: From Slope- Intercept or Point-Slope Form</p> <p>060 Lines and Their Graphs: Graphing Lines: Practice: From Slope- Intercept or Point-Slope Form</p> <p>063 Lines and Their Graphs: Graphing Lines: Project 2: Isolating the Variable with Two Steps</p> <p>067 Lines and Their Graphs: Creating Linear Equations from Graphs: Learn: Determining the Slope-Intercept Form</p> <p>068 Lines and Their Graphs: Creating Linear Equations from Graph</p>		<p>Identify linear, quadratic, and exponential functions from graphs DHB Identify linear, quadratic, and exponential functions from tables SP5 Write linear, quadratic, and exponential functions AFA Identify linear, quadratic, and exponential functions from graphs DHB Identify linear, quadratic, and exponential functions from tables SP5 Write linear, quadratic, and exponential functions AFA</p>

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PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.6	Interpret functions in terms of the situation they model.	Interpret functions in terms of the situations they model. MAT101 - Algebra 1A 162 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Learn: What Is a Parabola? 163 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Practice: What Is a Parabola? 168 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Project 3: When Is It Okay Not to Be Precise? 184 Quadratic Equations Part I: The Vertex Form of a Quadratic Equation: Prepare to Learn: The Vertex Form of a Quadratic Equation 192 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Learn: The Line of Symmetry 193 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Practice: The Line of Symmetry 194 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Learn: Finding the Zeros and Plotting Points 195 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Practice: Finding the Zeros and Plotting Points 206 Quadratic Equations Part II: Solving Quadratics with Technology		Interpret the graph of a function: word problems STU Interpret functions using everyday language U98 Slope-intercept form: write an equation from a word problem HWM
CC.2.2.HS.D.1	Interpret the structure of expressions to represent a quantity in terms of its context.	Interpret the structure of expressions to represent a quantity in terms of its context. MAT101 - Algebra 1A 117 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Learn: What Is a Polynomial? 118 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Practice: What Is a Polynomial? 123 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Project 3: Precision and Accuracy MAT301 - Algebra 2A 013 A Kingdom Divided: Parts of Polynomials: Morning 016 A Kingdom Divided: Parts of Polynomials: Chapter 1 Project: The Kingdom Divides 018 A Kingdom Divided: Operations on Polynomials: Math Muscle Exercises		Polynomial vocabulary MTT Polynomial vocabulary DYB Polynomial vocabulary MTT Polynomial vocabulary DYB

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CC.2.2.HS.D.2	Write expressions in equivalent forms to solve problems.	<p>Write expressions in equivalent forms to solve problems.</p> <p>MAT101 - Algebra 1A 027 The Real Numbers: Rational Exponents: Learn: Radicals and Rational Exponents</p> <p>028 The Real Numbers: Rational Exponents: Practice: Radicals and Rational Exponents</p> <p>033 The Real Numbers: Rational Exponents: Project 1: Products of Real Numbers II</p> <p>MAT301 - Algebra 2A</p> <p>014 A Kingdom Divided: Parts of Polynomials: Research: Parts of Polynomials</p> <p>020 A Kingdom Divided: Operations on Polynomials: Research: Operations on Polynomials</p> <p>023 A Kingdom Divided: Operations on Polynomials: Denouement</p> <p>024 A Kingdom Divided: Polynomial Operations & Identities: Math Muscle Exercises</p> <p>026 A Kingdom Divided: Polynomial Operations & Identities: Research: Polynomial Operations & Identities</p> <p>027 A Kingdom Divided: Polynomial Operations & Identities: Night</p> <p>MAT302 - Algebra 2B</p> <p>036 Out of the Woods: Rewriting Exponentials: Math Muscle Exercise</p> <p>042 Out of the Woods: Inverse Functions: Math Muscle Exercise</p>		<p>Model and solve equations using algebra tiles</p> <p>GRH Write and solve equations that represent diagrams</p> <p>GBC Solve one-step linear equations</p> <p>TXJ Solve two-step linear equations</p> <p>QAK Solve advanced linear equations</p> <p>28N Solve equations with variables on both sides</p> <p>7S7 Solve linear equations: word problems</p> <p>UFG Solve linear equations: mixed review</p> <p>DN6 Graph inequalities</p> <p>H68 Write inequalities from graphs</p> <p>SEK Identify solutions to inequalities</p> <p>5UE Solve one-step linear inequalities: addition and subtraction</p> <p>RZV Solve one-step linear inequalities: multiplication and division</p> <p>BRJ Solve one-step linear inequalities</p> <p>EEX Graph solutions to one-step linear inequalities</p> <p>E2Z Solve two-step linear inequalities</p> <p>NPZ Graph solutions to two-step linear inequalities</p> <p>XVM Solve advanced linear inequalities</p> <p>9K8 Graph solutions to advanced linear inequalities</p> <p>5GC Graph compound inequalities</p> <p>BQX Write compound inequalities from graphs</p> <p>6UV Solve compound inequalities</p> <p>GXA Graph solutions to compound inequalities</p> <p>LHX Solve absolute value equations</p>

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CC.2.2.HS.D.3	Extend the knowledge of arithmetic operations and apply to polynomials.	Extend the knowledge of arithmetic operations and apply to polynomials. MAT101 - Algebra 1A 119 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Learn: Adding Polynomials 120 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Practice: Adding Polynomials 121 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Learn: Subtracting Polynomials 122 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Practice: Subtracting Polynomials 123 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Project 3: Precision and Accuracy 125 Polynomials and Factoring Quadratic Expressions: Multiplying Polynomials: Learn: Distributing a Constant over a Polynomial 126 Polynomials and Factoring Quadratic Expressions: Multiplying Polynomials: Practice: Distributing a Constant over a Polynomial 127 Polynomials and Factoring Quadratic Expressions: Multiplying Polynomials		Simplify variable expressions involving like terms and the distributive property ZXX Identify equivalent linear expressions 62A Factor quadratics with leading coefficient 1 S9P Factor quadratics with other leading coefficients 7ED Factor quadratics: special cases 56E Simplify variable expressions using properties PVC Factor out a monomial NMZ Factor quadratics UB5 Factor using a quadratic pattern QKF Factor by grouping HVT Factor sums and differences of cubes NJV Factor polynomials A2W Multiplication with rational exponents LMC Division with rational exponents AN5 Power rule V2J Simplify expressions involving rational exponents I 2VX Simplify expressions involving rational exponents II U96 Simplify rational expressions 37N Convert between exponential and logarithmic form: rational bases TPA Convert between natural exponential and logarithmic form 5KM Convert between exponential and logarithmic form: all bases 8RK Evaluate logarithms GBR
CC.2.2.HS.D.5	Use polynomial identities to solve problems.			Add and subtract polynomials using algebra tiles J7V Add and subtract polynomials 5EK Add polynomials to find perimeter 8AS Multiply a polynomial by a monomial G2G Multiply two polynomials using algebra tiles WR5 Multiply two binomials M7Q Multiply two binomials: special cases 9JN Multiply polynomials 58A Divide polynomials using long division LY7 Add and subtract polynomials 9A3 Multiply polynomials 8GN Divide polynomials using long division YN5 Divide polynomials using synthetic division D6D

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CC.2.2.HS.D.6	Extend the knowledge of rational functions to rewrite in equivalent forms.	Extend the knowledge of rational functions to rewrite in equivalent forms. MAT301 - Algebra 2A 074 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Research: Adding & Subtracting Rational Expressions 075 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Night 076 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Chapter 3 Project: Rational Discourse 077 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Denouement 078 Peril Rears Its Head: Multiplying & Dividing Rational Expressions: Math Muscle Exercises 082 Peril Rears Its Head: Multiplying & Dividing Rational Expressions: Chapter 3 Project: Rational Discourse 083 Peril Rears Its Head: Multiplying & Dividing Rational Expressions: Denouement 084 Peril Rears Its Head: Graph Rational Functions: Math Muscle Exercises 086 Peril Rears Its Head: Graph Rational Functions: Research: Graph Rational Functions 087 Peril Rears Its Head: Graph Rational Functions: Night 090 Rationally Radical: Solve Rational Equations		GCF of monomials ZZU Factor out a monomial JZL Factor quadratics with leading coefficient 1 S9P Factor quadratics with other leading coefficients 7ED Factor quadratics: special cases 56E Factor by grouping HAA Factor polynomials TAH Factor out a monomial NMZ Factor quadratics UB5 Factor using a quadratic pattern QKF Factor by grouping HVT Factor sums and differences of cubes NJV Factor polynomials A2W

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.D.7	Create and graph equations or inequalities to describe numbers or relationships.	Create and graph equations or inequalities to describe numbers or relationships. MA201 - Geometry A SA 195 The Biggest Adventure: Areas: Math Muscle Exercise MAT101 - Algebra 1A 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 061 Lines and Their Graphs: Graphing Lines: Learn: From Standard Form 062 Lines and Their Graphs: Graphing Lines: Practice: From Standard Form 063 Lines and Their Graphs: Graphing Lines: Project 2: Isolating the Variable with Two Steps 064 Lines and Their Graphs: Creating Linear Equations from Graphs: Prepare to Learn: Creating Linear Equations from Graphs 065 Lines and Their Graphs: Creating Linear Equations from Graphs: Learn: Interpreting Graphs of Lines 066 Lines and Their Graphs: Creating Linear Equations from Graphs: Practice: In		Simplify complex fractions HYL Simplify rational expressions Q7U Simplify rational expressions 37N

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.D.8	Apply inverse operations to solve equations or formulas for a given variable.	<p>Apply inverse operations to solve equations or formulas for a given variable.</p> <p>MAT101 - Algebra 1A</p> <p>046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations</p> <p>047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations</p> <p>048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step</p> <p>MAT302 - Algebra 2B</p> <p>032 Out of the Woods: Rearranging Formulas and Isolating Variables: Research: Rearranging Formulas and Isolating Variables</p> <p>033 Out of the Woods: Rearranging Formulas and Isolating Variables: Night</p> <p>034 Out of the Woods: Rearranging Formulas and Isolating Variables: Chapter 2: Pigs and Paint and Potions</p> <p>035 Out of the Woods: Rearranging Formulas and Isolating Variables: Denouement</p> <p>036 Out of the Woods: Rewriting Exponentials: Math Muscle Exercise</p> <p>038 Out of the Woods: Rewriting Exponentials: Research: Rewriting Exponentials</p> <p>040 Out of the Woods: Rewriting Exponentials: Chapter 2: Pigs and Paint</p>		<p>Graph a proportional relationship DAQ Write direct variation equations Y6M Slope-intercept form: graph an equation UWB Slope-intercept form: write an equation from a graph 9GW Slope-intercept form: write an equation A42 Write equations in standard form ESP Standard form: graph an equation U6U Equations of horizontal and vertical lines K8H Graph a horizontal or vertical line BTK Point-slope form: graph an equation F8H Point-slope form: write an equation PPE Point-slope form: write an equation from a graph LBX Write an equation for a parallel or perpendicular line 5SH Graph a two-variable linear inequality HHP Linear inequalities: word problems ZAY Write a linear inequality: word problems LLV Graph a two-variable linear inequality RWU Graph a linear function LSG Write the equation of a linear function PBE Graph a quadratic function S9G Write a quadratic function from its vertex and another point URV Exponential growth and decay: word problems TYQ Compound interest: word problems YJW Continuously compounded interest</p>

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.D.9	Use reasoning to solve equations and justify the solution method.	Use reasoning to solve equations and justify the solution method. MAT101 - Algebra 1A 042 Lines and Their Graphs: Solving Linear Equations: Learn: Solving One- and Two-Step Linear Equations 043 Lines and Their Graphs: Solving Linear Equations: Practice: Solving One- and Two-Step Linear Equations 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations 047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 049 Lines and Their Graphs: Forms of Equations of Lines: Prepare to Learn: Forms of Equations of Lines 094 Linear Systems and Inequalities: Linear Inequalities in One Variable: Prepare to Learn: Linear Inequalities in One Variable		Rearrange multi-variable equations WSJ Solve one-step linear equations TXJ Solve two-step linear equations QAK Solve advanced linear equations 28N Solve equations with variables on both sides 7S7 Solve linear equations: mixed review DN6 Linear equations: solve for y T5F Solve linear equations SNN Solve absolute value equations 2JZ Solve a quadratic equation using square roots FG7 Solve a quadratic equation using the zero product property TRU Solve a quadratic equation by factoring CJC Complete the square 9MW Solve a quadratic equation using the quadratic formula YQH Solve radical equations EHE Solve rational equations CHP Solve exponential equations using factoring YQY Solve exponential equations using common logarithms 9F2 Solve exponential equations using natural logarithms KVL Solve logarithmic equations I BXU Solve logarithmic equations II RLX

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.D.1 0	Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Represent solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. MAT101 - Algebra 1A 042 Lines and Their Graphs: Solving Linear Equations: Learn: Solving One- and Two-Step Linear Equations 043 Lines and Their Graphs: Solving Linear Equations: Practice: Solving One- and Two-Step Linear Equations 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations 047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 049 Lines and Their Graphs: Forms of Equations of Lines: Prepare to Learn: Forms of Equations of Lines		Properties of equality H8Q Identify equivalent equations XNQ Solve equations using order of operations 8NT Solve equations: complete the solution EVP Solve equations: complete the solution N83 Solve a quadratic equation using square roots FG7 Solve a quadratic equation using the zero product property TRU Solve a quadratic equation by factoring CJC Complete the square 9MW Solve a quadratic equation using the quadratic formula YQH
CC.2.4.HS.B.1	Summarize, represent, and interpret data on a single count or measurement variable.	Summarize represent and interpret data on a single count or measurement variable. MAT302 - Algebra 2B 159 Bells and Whistles: The Shape of Data: Research: The Shape of Data		Interpret box-and-whisker plots YE9 Mean, median, mode, and range MHB Quartiles 8H9 Mean absolute deviation A5C Variance and standard deviation HX5 Variance and standard deviation V5H Interpret box-and-whisker plots YE9 Mean, median, mode, and range MHB Quartiles 8H9 Mean absolute deviation A5C Variance and standard deviation HX5 Variance and standard deviation V5H

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.HS.B.2	Summarize, represent, and interpret data on two categorical and quantitative variables.	Summarize represent and interpret data on two categorical and quantitative variables. MA202 SA - Geometry B SA - Lite 154 Probability and Certainty: Probabilities with Frequency Tables: Level Up: Probabilities with Frequency Tables		Interpret bar graphs, line graphs, and histograms B9A Create bar graphs, line graphs, and histograms EF6 Interpret circle graphs UHY Interpret stem-and-leaf plots EBJ Interpret a scatter plot 8BS Interpret bar graphs, line graphs, and histograms B9A Create bar graphs, line graphs, and histograms EF6 Interpret circle graphs UHY Interpret stem-and-leaf plots EBJ Interpret a scatter plot 8BS
CC.2.4.HS.B.3	Analyze linear models to make interpretations based on the data.	Analyze linear models to make interpretations based on the data. MAT302 - Algebra 2B 092 Theoretically Speaking: Modeling Data From Simulations: Research: Modeling Data From Simulations 093 Theoretically Speaking: Modeling Data From Simulations: Night 095 Theoretically Speaking: Modeling Data From Simulations: Denouement MAT102 - Algebra 1B 177 Statistics and Probability: Fitting Functions to Data: Learn: Scatter Plots and Correlations 178 Statistics and Probability: Fitting Functions to Data: Practice: Scatter Plots and Correlations 179 Statistics and Probability: Fitting Functions to Data: Learn: Fitting a Linear Function to Data 180 Statistics and Probability: Fitting Functions to Data: Practice: Fitting a Linear Function to Data 184 Statistics and Probability: Choosing a Good Model: Learn: The Correlation Coefficient 185 Statistics and Probability: Choosing a Good Model: Practice: The Correlation Coefficient 186 Statistics and Probability: Choosing a Good Model: Learn: How Good Is the Model?		Interpret a scatter plot 8BS Scatter plots: line of best fit Y2S Find the equation of a regression line WJC Interpret regression lines SEQ Analyze a regression line of a data set 8D8 Find the equation of a regression line D9Y Interpret regression lines UWX Analyze a regression line of a data set 6CM
CC.2.4.HS.B.4	Recognize and evaluate random processes underlying statistical experiments.	Recognize and evaluate random processes underlying statistical experiments. MAT302 - Algebra 2B 135 Trial and Error: Sampling a Population: Research: Sampling a Population		Theoretical probability 2MS Experimental probability LQV Outcomes of compound events GKA Introduction to probability 9QC Write the probability distribution for a game of chance UFQ Expected values for a game of chance F2J Choose the better bet 5YW

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.HS.B.5	Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	<p>Make inferences and justify conclusions based on sample surveys experiments and observational studies. MAT302 - Algebra 2B</p> <p>128 Trial and Error: Introductory Statistics: Morning</p> <p>129 Trial and Error: Introductory Statistics: Research: Introductory Statistics</p> <p>132 Trial and Error: Introductory Statistics: Denouement 134 Trial and Error: Sampling a Population: Morning</p> <p>135 Trial and Error: Sampling a Population: Research: Sampling a Population</p> <p>139 Trial and Error: Designing and Analyzing Surveys: Math Muscle Exercises</p> <p>141 Trial and Error: Designing and Analyzing Surveys: Research: Designing and Analyzing Surveys</p> <p>144 Trial and Error: Designing and Analyzing Surveys: Denouement MAT102 - Algebra 1B</p> <p>142 Data and Statistics: Obtaining Data: Learn: Conducting a Study</p> <p>143 Data and Statistics: Obtaining Data: Practice: Conducting a Study</p>		<p>Identify biased samples F6N Identify biased samples CH7 Experiment design BKR Analyze the results of an experiment using simulations RLB Identify biased samples F6N Identify biased samples CH7 Experiment design BKR Analyze the results of an experiment using simulations RLB</p>

Algebra I Alignment

PA Core Standard	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.4.HS.B.7	Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	Apply the rules of probability to compute probabilities of compound events in a uniform probability model. MA202 SA - Geometry B SA - Lite 130 One Problem Many Faces: The Concept of Probability: Level Up: The Concept of Probability 133 One Problem Many Faces: The Concept of Probability: To Be Continued...! 134 One Problem Many Faces: Theoretical and Experimental Probability: Math Muscle Exercise 142 Probability and Certainty: Independent Events: Level Up: Independent Events 144 Probability and Certainty: Independent Events: Project: Tools of the Trade 145 Probability and Certainty: Independent Events: To Be Continued...! 146 Probability and Certainty: Conditional Probability: Math Muscle Exercise 150 Probability and Certainty: Conditional Probability: Project: Tools of the Trade 151 Probability and Certainty: Conditional Probability: To Be Continued...! 152 Probability and Certainty: Probabilities with Frequency Tables: Math Muscle Exercise 156 Probability and Certainty: Probabilities with Frequency Tables		Outcomes of compound events GKA Counting principle GTX Permutations SFZ Permutation and combination notation 7TT Calculate probabilities of events QRS Counting principle ZUV Combinations and permutations UAB Find probabilities using combinations and permutations SVX

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.1.HS.F.1	Apply and extend the properties of exponents to solve problems with rational exponents	Apply and extend the properties of exponents to solve problems with rational exponents. MAT101 - Algebra 1A 019 The Real Numbers: Exponents Roots and Irrational Numbers: Learn: Integer Exponents and Their Properties 020 The Real Numbers: Exponents Roots and Irrational Numbers: Practice: Integer Exponents and Their Properties 021 The Real Numbers: Exponents Roots and Irrational Numbers: Learn: Roots and Radicals 022 The Real Numbers: Exponents Roots and Irrational Numbers: Practice: Roots and Radicals 025 The Real Numbers: Exponents Roots and Irrational Numbers: Project 1: Sums of Real Numbers II 026 The Real Numbers: Rational Exponents: Prepare to Learn: Rational Exponents 027 The Real Numbers: Rational Exponents: Learn: Radicals and Rational Exponents 028 The Real Numbers: Rational Exponents: Practice: Radicals and Rational Exponents 031 The Real Numbers: Rational Exponents: Learn: Properties of Rational Exponents 032 The Real Numbers: Rational Exponents: Practice: Properties of Rational Exponents	Evaluate integers raised to rational exponents PQH Multiplication with rational exponents YG7 Division with rational exponents H47 Power rule with rational exponents QF8 Simplify expressions involving rational exponents 89Q Evaluate integers raised to rational exponents PQH Multiplication with rational exponents YG7 Division with rational exponents H47 Power rule with rational exponents QF8 Simplify expressions involving rational exponents 89Q
CC.2.1.HS.F.3	Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.		Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX Scale drawings: word problems 8B7 Solve linear equations: word problems UFG Find the equation of a regression line D9Y Interpret regression lines UWX
CC.2.1.HS.F.4	Use units as a way to understand problems and to guide the solution of multi-step problems.	Use units as a way to understand problems and to guide the solution of multi-step problems. MAT301 - Algebra 2A 134 Triggy Tails: Angles & Radians: Research: Angles & Radians	Convert rates and measurements: customary units TXC Convert rates and measurements: metric units 6W2 Unit prices with unit conversions LT6 Multi-step problems with unit conversions EHV Convert rates and measurements: customary units TXC Convert rates and measurements: metric units 6W2 Unit prices with unit conversions LT6 Multi-step problems with unit conversions EHV

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.1.HS.F.5	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		Precision QK9 Greatest possible error TZC Minimum and maximum area and volume 4V9 Percent error LNU Percent error: area and volume XVT Precision MSE Greatest possible error FLJ Minimum and maximum area and volume VX7 Percent error FBC Percent error: area and volume R9U Precision QK9 Greatest possible error TZC Minimum and maximum area and volume 4V9 Percent error LNU Percent error: area and volume XVT Precision MSE Greatest possible error FLJ Minimum and maximum area and volume VX7 Percent error FBC Percent error: area and volume R9U
CC.2.1.HS.F.6	Extend the knowledge of arithmetic operations and apply to complex numbers.	Extend the knowledge of arithmetic operations and apply to complex numbers. MAT301 - Algebra 2A 002 A Kingdom Divided: Complex Numbers: Research: Complex Numbers 005 A Kingdom Divided: Complex Numbers: Denouement 006 A Kingdom Divided: Complexity & Quadratics: Math Muscle Exercises 010 A Kingdom Divided: Complexity & Quadratics: Chapter 1 Project: The Kingdom Divides	Introduction to complex numbers 5VV Add and subtract complex numbers JVF Complex conjugates 7U5 Multiply complex numbers VZ8 Divide complex numbers MBM Add, subtract, multiply, and divide complex numbers CEN Absolute values of complex numbers UJS Powers of i EUT
CC.2.1.HS.F.7	Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. MAT301 - Algebra 2A 008 A Kingdom Divided: Complexity & Quadratics: Research: Complexity & Quadratics 011 A Kingdom Divided: Complexity & Quadratics: Denouement 012 A Kingdom Divided: Parts of Polynomials: Math Muscle Exercises 021 A Kingdom Divided: Operations on Polynomials: Night	Solve a quadratic equation using square roots FG7 Solve polynomial equations ZCH Complex conjugate theorem 5WU Conjugate root theorems EYD

Algebra II Alignment

PA Standard	Code			PA Description	Course Location	Location (IXL)
CC.2.2.HS.C.1				Use the concept and notation of functions to interpret and apply them in terms of their context.	MAT101 - Algebra 1A 162 Quadratic Equations, Part I: Graphing Quadratics in Factored Form: Learn: What Is a Parabola? 163 Quadratic Equations, Part I: Graphing Quadratics in Factored Form: Practice: What Is a Parabola? 168 Quadratic Equations, Part I: Graphing Quadratics in Factored Form: Project 3: When Is It Okay Not to Be Precise? MAT301 - Algebra 2A 034 Planting the Seeds for Success: The Remainder Theorem: Chapter 2 Project: Polynomial Gardens 110 Rationally Radical: Graph Radical Functions: Research: Graph Radical Functions MAT302 - Algebra 2B 044 Out of the Woods: Inverse Functions: Research: Inverse Functions 045 Out of the Woods: Inverse Functions: Night 046 Out of the Woods: Inverse Functions: Chapter 2: Pigs and Paint and Potions 047 Out of the Woods: Inverse Functions: Denouement 048 Out of the Woods: Logarithms, Part 1: Math Muscle Exercise MAT102 - Algebra 1B 001 Exploring Functions: Introduction to Functions: Prepare to Learn: Introduction to Functions 002 Exploring Functions: Introduction to Functions: Learn: What Is a Function? 003 Exploring Functions: Introduction to Functions: Practice: What Is a Function? 004 Exploring Functions: Introduction to Functions: Learn: Functions In Tables 005 Exploring Functions: Introduction to Functions: Practice: Functions In Tables 006 Exploring Functions: Introduction to Functions: Learn: Functions In Graphs 007 Exploring Functions: Introduction to Functions: Practice: Functions In Graphs 009 Exploring Functions: Properties of Functions: Learn: Domain 010 Exploring Functions: Properties of Functions: Practice: Domain 011 Exploring Functions: Properties of Functions: Learn: Range 012 Exploring Functions: Properties of Functions: Practice: Range 013 Exploring Functions: Properties of Functions: Learn: Function Notation 014 Exploring Functions: Properties of Functions: Practice: Function Notation 016 Exploring Functions: Working with Functions: Learn: Evaluating Functions 017 Exploring Functions: Working with Functions: Practice: Evaluating Functions 018 Exploring Functions: Working with Functions: Learn: What Is the Function Rule? 019 Exploring Functions: Working with Functions: Practice: What Is the Function Rule? 020 Exploring Functions: Working with Functions: Learn: Real-World Examples of Functions 021 Exploring Functions: Working with Functions: Practice: Real-World Examples of Functions 023 Exploring Functions: Sequences: Learn: What are Sequences? 024 Exploring Functions: Sequences: Practice: What are Sequences? 039 More About Functions: Geometric Sequences: Learn: Recursive Formulas of Geometric Sequences 040 More About Functions: Geometric Sequences: Practice: Recursive Formulas of Geometric Sequences 072 Using Functions: Applying Functions: Learn: Interpreting Parameters from Context 073 Using Functions: Applying Functions: Practice: Interpreting Parameters from Context 135 Transformations of Functions: Inverse Functions: Learn: How to Find the Inverse Relation to a Function 136 Transformations of Functions: Inverse Functions: Practice: How to Find the Inverse Relation to a Function 137 Transformations of Functions: Inverse Functions: Learn: Graphing Inverse Relations of Functions 138 Transformations of Functions: Inverse Functions: Practice: Graphing Inverse Relations of Functions 139 Transformations of Functions: Inverse Functions: Learn: Is the Inverse Relation a Function? 140 Transformations of Functions: Inverse Functions: Practice: Is the Inverse Relation a Function?	

Algebra II Alignment

PA Standard	PA Standard		
Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.C.2	Graph and analyze functions and use their properties to make connections between the different representations.	Graph and analyze functions and use their properties to make connections between the different representations. MAT302 - Algebra 2B 080 A Model Family: Exploring Function Families: Research: Exploring Function Families 084 A Model Family: Building Models: Math Muscle Exercises 086 A Model Family: Building Models: Research: Building Models 088 A Model Family: Building Models: Chapter 3: Wedding Bells 089 A Model Family: Building Models: Denouement 091 Theoretically Speaking: Modeling Data From Simulations: Morning MAT102 - Algebra 1B 048 More About Functions: Exponential Functions: Learn: Comparing Exponential Functions 049 More About Functions: Exponential Functions: Practice: Comparing Exponential Functions 090 Using Functions: Problem Solving with Functions: Learn: Comparing Properties of Functions in Different Forms 091 Using Functions: Problem Solving with Functions: Practice: Comparing Properties of Functions in Different Forms	Identify linear functions from graphs and equations VMQ Identify linear functions from tables F5G Find the slope of a graph E7D Find the slope from two points MD5 Slope-intercept form: find the slope and y-intercept R5T Slope-intercept form: graph an equation UWB Complete a table and graph a linear function JFG Standard form: find x- and y-intercepts 8SN Standard form: graph an equation U6U Point-slope form: graph an equation F8H Find the slope of a linear function W67 Graph a linear function LSG Characteristics of quadratic functions: graphs WMS Characteristics of quadratic functions: equations L8C Graph a quadratic function S9G Match quadratic functions and graphs QCE Match polynomials and graphs XJU Match exponential functions and graphs PCX Identify linear functions from graphs and equations VMQ Identify linear functions from tables F5G Find the slope of a graph E7D Find the slope from two points MD5 Slope-intercept form: find the slope and y-intercept R5T Slope-intercept form: graph an equation UWB Com

Algebra II Alignment

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CC.2.2.HS.C.3	Write functions or sequences that model relationships between two quantities.	Write functions or sequences that model relationships between two quantities. MAT101 - Algebra 1A 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations 047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 054 Lines and Their Graphs: Forms of Equations of Lines: Learn: Standard Form 055 Lines and Their Graphs: Forms of Equations of Lines: Practice: Standard Form 059 Lines and Their Graphs: Graphing Lines: Learn: From Slope- Intercept or Point-Slope Form 060 Lines and Their Graphs: Graphing Lines: Practice: From Slope- Intercept or Point-Slope Form 063 Lines and Their Graphs: Graphing Lines: Project 2: Isolating the Variable	Identify arithmetic and geometric sequences X76 Arithmetic sequences ALG Geometric sequences HLJ Evaluate variable expressions for number sequences PMN Write variable expressions for arithmetic sequences 5VF Write variable expressions for geometric sequences XPC Number sequences: mixed review FEL Slope-intercept form: write an equation from a graph 9GW Slope-intercept form: write an equation A42 Slope-intercept form: write an equation from a table SSE Slope intercept form: write an equation from a word problem HWM Write linear functions to solve word problems 9RQ Point-slope form: write an equation PPE Point-slope form: write an equation from a graph LBX Write an equation for a parallel or perpendicular line SSH Write the equation of a linear function PBE Write a quadratic function from its zeros G2Q Write a quadratic function from its vertex and another point URV Find terms of an arithmetic sequence C8R Find terms of a geometric sequence BHV Evaluate explicit formulas for sequences NV5 Write a formula for an
CC.2.2.HS.C.4	Interpret the effects transformations have on functions and find the inverses of functions.	Interpret the effects transformations have on functions and find the inverses of functions. MAT301 - Algebra 2A 110 Rationally Radical: Graph Radical Functions: Research: Graph Radical Functions 111 Rationally Radical: Graph Radical Functions: Night 114 Rationally Radical: Intersections of Functions: Math Muscle Exercises 140 Triggly Tails: Graphing Sine Cosine and Tangent Functions: Research: Graphing Sine Cosine & Tangent Functions 141 Triggly Tails: Graphing Sine Cosine and Tangent Functions: Night 144 Triggly Tails: Identifying Key Features: Math Muscle Exercises MAT302 - Algebra 2B 044 Out of the Woods: Inverse Functions: Research: Inverse Functions 045 Out of the Woods: Inverse Functions: Night 046 Out of the Woods: Inverse Functions: Chapter 2: Pigs and Paint and Potions 047 Out of the Woods: Inverse Functions: Denouement 048 Out of the Woods: Logarithms Part 1: Math Muscle Exercise 050 Out of the Woods: Logarithms Part 1: Research: Logarithms Part 1	Find the inverse of a function VME Transformations of linear functions C8G Identify inverse functions 9KT Find inverse functions and relations ZRQ Function transformation rules R7X Translations of functions F6J Reflections of functions PHV Dilations of functions NNY Transformations of functions RSN Describe function transformations KT8 Find the inverse of a function VME Transformations of linear functions C8G Identify inverse functions 9KT Find inverse functions and relations ZRQ Function transformation rules R7X Translations of functions F6J Reflections of functions PHV Dilations of functions NNY Transformations of functions RSN Describe function transformations KT8

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.C.5	Construct and compare linear, quadratic and exponential models to solve problems.	Construct and compare linear quadratic and exponential models to solve problems. MAT101 - Algebra 1A 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 054 Lines and Their Graphs: Forms of Equations of Lines: Learn: Standard Form 055 Lines and Their Graphs: Forms of Equations of Lines: Practice: Standard Form 059 Lines and Their Graphs: Graphing Lines: Learn: From Slope-Intercept or Point-Slope Form 060 Lines and Their Graphs: Graphing Lines: Practice: From Slope- Intercept or Point-Slope Form 063 Lines and Their Graphs: Graphing Lines: Project 2: Isolating the Variable with Two Steps 067 Lines and Their Graphs: Creating Linear Equations from Graphs: Learn: Determining the Slope-Intercept Form 068 Lines and Their Graphs: Creating Linear Equations from Graph	Identify linear, quadratic, and exponential functions from graphs DHB Identify linear, quadratic, and exponential functions from tables SP5 Write linear, quadratic, and exponential functions AFA Identify linear, quadratic, and exponential functions from graphs DHB Identify linear, quadratic, and exponential functions from tables SP5 Write linear, quadratic, and exponential functions AFA Identify linear, quadratic, and exponential functions from graphs DHB Identify linear, quadratic, and exponential functions from tables SP5 Write linear, quadratic, and exponential functions AFA Identify linear, quadratic, and exponential functions from graphs DHB Identify linear, quadratic, and exponential functions from tables SP5 Write linear, quadratic, and exponential functions AFA
CC.2.2.HS.C.6	Interpret functions in terms of the situation they model.	Interpret functions in terms of the situations they model. MAT101 - Algebra 1A 162 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Learn: What Is a Parabola? 163 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Practice: What Is a Parabola? 168 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Project 3: When Is It Okay Not to Be Precise? 184 Quadratic Equations Part I: The Vertex Form of a Quadratic Equation: Prepare to Learn: The Vertex Form of a Quadratic Equation 192 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Learn: The Line of Symmetry 193 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Practice: The Line of Symmetry 194 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Learn: Finding the Zeros and Plotting Points 195 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Practice: Finding the Zeros and Plotting Points 206 Quadratic Equations Part II: Solving Quadratics with Technology	Interpret the graph of a function: word problems STU Interpret functions using everyday language U98 Slope-intercept form: write an equation from a word problem HWM Interpret the graph of a function: word problems STU Interpret functions using everyday language U98 Slope-intercept form: write an equation from a word problem HWM
CC.2.2.HS.D.1	Interpret the structure of expressions to represent a quantity in terms of its context.	Represent solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. MAT101 - Algebra 1A 042 Lines and Their Graphs: Solving Linear Equations: Learn: Solving One- and Two-Step Linear Equations 043 Lines and Their Graphs: Solving Linear Equations: Practice: Solving One- and Two-Step Linear Equations 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations 047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 049 Lines and Their Graphs: Forms of Equations of Lines: Prepare to Learn: Forms of Equations of Lines	Polynomial vocabulary MTT Polynomial vocabulary DYB Polynomial vocabulary MTT Polynomial vocabulary DYB Polynomial vocabulary MTT Polynomial vocabulary DYB Polynomial vocabulary MTT Polynomial vocabulary DYB

Algebra II Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.D.10	Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	<p>Represent solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p> <p>MAT101 - Algebra 1A</p> <p>042 Lines and Their Graphs: Solving Linear Equations: Learn: Solving One- and Two-Step Linear Equations</p> <p>043 Lines and Their Graphs: Solving Linear Equations: Practice: Solving One- and Two-Step Linear Equations</p> <p>044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context</p> <p>045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context</p> <p>046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations</p> <p>047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations</p> <p>048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step</p> <p>049 Lines and Their Graphs: Forms of Equations of Lines: Prepare to Learn: Forms of Equations of Lines</p>	<p>Model and solve equations using algebra tiles</p> <p>GRH Write and solve equations that represent diagrams</p> <p>GBC Solve one-step linear equations</p> <p>TXJ Solve two-step linear equations</p> <p>QAK Solve advanced linear equations</p> <p>28N Solve equations with variables on both sides</p> <p>7S7 Solve linear equations: word problems</p> <p>UFG Solve linear equations: mixed review</p> <p>DN6 Graph inequalities</p> <p>H68 Write inequalities from graphs</p> <p>SEK Identify solutions to inequalities</p> <p>5UE Solve one-step linear inequalities: addition and subtraction</p> <p>RZV Solve one-step linear inequalities: multiplication and division</p> <p>BRJ Solve one-step linear inequalities</p> <p>EEX Graph solutions to one-step linear inequalities</p> <p>E2Z Solve two-step linear inequalities</p> <p>NPZ Graph solutions to two-step linear inequalities</p> <p>XVM Solve advanced linear inequalities</p> <p>9K8 Graph solutions to advanced linear inequalities</p> <p>5GC Graph compound inequalities</p> <p>BQX Write compound inequalities from graphs</p> <p>6UV Solve compound inequalities</p> <p>GXA Graph solutions to compound inequalities</p> <p>LHX Solve absolute value equations</p>

Algebra II Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.D.2	Write expressions in equivalent forms to solve problems.	Write expressions in equivalent forms to solve problems. MAT101 - Algebra 1A 027 The Real Numbers: Rational Exponents: Learn: Radicals and Rational Exponents 028 The Real Numbers: Rational Exponents: Practice: Radicals and Rational Exponents 033 The Real Numbers: Rational Exponents: Project 1: Products of Real Numbers II MAT301 - Algebra 2A 014 A Kingdom Divided: Parts of Polynomials: Research: Parts of Polynomials 020 A Kingdom Divided: Operations on Polynomials: Research: Operations on Polynomials 023 A Kingdom Divided: Operations on Polynomials: Denouement 024 A Kingdom Divided: Polynomial Operations & Identities: Math Muscle Exercises 026 A Kingdom Divided: Polynomial Operations & Identities: Research: Polynomial Operations & Identities 027 A Kingdom Divided: Polynomial Operations & Identities: Night MAT302 - Algebra 2B 036 Out of the Woods: Rewriting Exponentials: Math Muscle Exercise 042 Out of the Woods: Inverse Functions: Math Muscle Exercise	Simplify variable expressions involving like terms and the distributive property ZXX Identify equivalent linear expressions 62A Factor quadratics with leading coefficient 1 S9P Factor quadratics with other leading coefficients 7ED Factor quadratics: special cases 56E Simplify variable expressions using properties PVC Factor out a monomial NMZ Factor quadratics UB5 Factor using a quadratic pattern QKF Factor by grouping HVT Factor sums and differences of cubes NJV Factor polynomials A2W Multiplication with rational exponents LMC Division with rational exponents AN5 Power rule V2J Simplify expressions involving rational exponents I 2VX Simplify expressions involving rational exponents II U96 Simplify rational expressions 37N Convert between exponential and logarithmic form: rational bases TPA Convert between natural exponential and logarithmic form 5KM Convert between exponential and logarithmic form: all bases 8RK Evaluate logarithms GBR Simplify variable expressions involving like terms and the distributive

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.D.3	Extend the knowledge of arithmetic operations and apply to polynomials.	Extend the knowledge of arithmetic operations and apply to polynomials. MAT101 - Algebra 1A 119 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Learn: Adding Polynomials 120 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Practice: Adding Polynomials 121 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Learn: Subtracting Polynomials 122 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Practice: Subtracting Polynomials 123 Polynomials and Factoring Quadratic Expressions: Adding and Subtracting Polynomials: Project 3: Precision and Accuracy 125 Polynomials and Factoring Quadratic Expressions: Multiplying Polynomials: Learn: Distributing a Constant over a Polynomial 126 Polynomials and Factoring Quadratic Expressions: Multiplying Polynomials: Practice: Distributing a Constant over a Polynomial 127 Polynomials and Factoring Quadratic Expressions: Multiplying Polynomials	Add and subtract polynomials using algebra tiles J7V Add and subtract polynomials 5EK Add polynomials to find perimeter 8AS Multiply a polynomial by a monomial G2G Multiply two polynomials using algebra tiles WR5 Multiply two binomials M7Q Multiply two binomials: special cases 9JN Multiply polynomials 58A Divide polynomials using long division LY7 Add and subtract polynomials 9A3 Multiply polynomials 8GN Divide polynomials using long division YN5 Divide polynomials using synthetic division D6D Add and subtract polynomials using algebra tiles J7V Add and subtract polynomials 5EK Add polynomials to find perimeter 8AS Multiply a polynomial by a monomial G2G Multiply two polynomials using algebra tiles WR5 Multiply two binomials M7Q Multiply two binomials: special cases 9JN Multiply polynomials 58A Divide polynomials using long division LY7 Add and subtract polynomials 9A3 Multiply polynomials 8GN Divide polynomials using long division YN5 Divide polynomials using synthetic division D6D
CC.2.2.HS.D.4	Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs. MAT101 - Algebra 1A 164 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Learn: Symmetry in Parabolas 165 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Practice: Symmetry in Parabolas 166 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Learn: Graphing from Factored Form 167 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Practice: Graphing from Factored Form 168 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Project 3: When Is It Okay Not to Be Precise? 194 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Learn: Finding the Zeros and Plotting Points 195 Quadratic Equations Part II: Graphing Quadratics in Vertex Form: Practice: Finding the Zeros and Plotting Points 201 Quadratic Equations Part II: The Quadratic Formula: Learn: Solving with the Quadratic Formula	Solve a quadratic equation using the zero product property TRU Solve a quadratic equation by factoring CJC Match quadratic functions and graphs QCE Solve polynomial equations ZCH Find the roots of factored polynomials PVM Write a polynomial from its roots BTU Rational root theorem FCX Match polynomials and graphs XJU Pascal's triangle G7Y Pascal's triangle and the Binomial Theorem A7M Binomial Theorem I CWS Binomial Theorem II NEU

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.D.5	Use polynomial identities to solve problems.		GCF of monomials ZZU Factor out a monomial JZL Factor quadratics with leading coefficient 1 S9P Factor quadratics with other leading coefficients 7ED Factor quadratics: special cases 56E Factor by grouping HAA Factor polynomials TAH Factor out a monomial NMZ Factor quadratics UB5 Factor using a quadratic pattern QKF Factor by grouping HVT Factor sums and differences of cubes NJV Factor polynomials A2W GCF of monomials ZZU Factor out a monomial JZL Factor quadratics with leading coefficient 1 S9P Factor quadratics with other leading coefficients 7ED Factor quadratics: special cases 56E Factor by grouping HAA Factor polynomials TAH Factor out a monomial NMZ Factor quadratics UB5 Factor using a quadratic pattern QKF Factor by grouping HVT Factor sums and differences of cubes NJV Factor polynomials A2W
CC.2.2.HS.D.6	Extend the knowledge of rational functions to rewrite in equivalent forms.	Extend the knowledge of rational functions to rewrite in equivalent forms. MAT301 - Algebra 2A 074 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Research: Adding & Subtracting Rational Expressions 075 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Night 076 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Chapter 3 Project: Rational Discourse 077 Peril Rears Its Head: Adding & Subtracting Rational Expressions: Denouement 078 Peril Rears Its Head: Multiplying & Dividing Rational Expressions: Math Muscle Exercises 082 Peril Rears Its Head: Multiplying & Dividing Rational Expressions: Chapter 3 Project: Rational Discourse 083 Peril Rears Its Head: Multiplying & Dividing Rational Expressions: Denouement 084 Peril Rears Its Head: Graph Rational Functions: Math Muscle Exercises 086 Peril Rears Its Head: Graph Rational Functions: Research: Graph Rational Functions 087 Peril Rears Its Head: Graph Rational Functions: Night 090 Rationally Radical: Solve Rational Equations	Simplify complex fractions HYL Simplify rational expressions Q7U Simplify rational expressions 37N Simplify complex fractions HYL Simplify rational expressions Q7U Simplify rational expressions 37N

Algebra II Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.D.7	Create and graph equations or inequalities to describe numbers or relationships.	Create and graph equations or inequalities to describe numbers or relationships. MA201 - Geometry A SA 195 The Biggest Adventure: Areas: Math Muscle Exercise MAT101 - Algebra 1A 044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context 045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context 048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step 061 Lines and Their Graphs: Graphing Lines: Learn: From Standard Form 062 Lines and Their Graphs: Graphing Lines: Practice: From Standard Form 063 Lines and Their Graphs: Graphing Lines: Project 2: Isolating the Variable with Two Steps 064 Lines and Their Graphs: Creating Linear Equations from Graphs: Prepare to Learn: Creating Linear Equations from Graphs 065 Lines and Their Graphs: Creating Linear Equations from Graphs: Learn: Interpreting Graphs of Lines	Graph a proportional relationship DAQ Write direct variation equations Y6M Slope-intercept form: graph an equation UWB Slope-intercept form: write an equation from a graph 9GW Slope-intercept form: write an equation A42 Write equations in standard form ESP Standard form: graph an equation U6U Equations of horizontal and vertical lines K8H Graph a horizontal or vertical line BTK Point-slope form: graph an equation F8H Point-slope form: write an equation PPE Point-slope form: write an equation from a graph LBX Write an equation for a parallel or perpendicular line 5SH Graph a two-variable linear inequality HHP Linear inequalities: word problems ZAY Write a linear inequality: word problems LLV Graph a two-variable linear inequality RWU Graph a linear function LSG Write the equation of a linear function PBE Graph a quadratic function S9G Write a quadratic function from its vertex and another point URV Exponential growth and decay: word problems TYQ Compound interest: word problems YJW Continuously compounded inte

Algebra II Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
CC.2.2.HS.D.8	Apply inverse operations to solve equations or formulas for a given variable.	<p>Apply inverse operations to solve equations or formulas for a given variable.</p> <p>MAT101 - Algebra 1A</p> <p>046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations</p> <p>047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations</p> <p>048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step</p> <p>MAT302 - Algebra 2B</p> <p>032 Out of the Woods: Rearranging Formulas and Isolating Variables: Research: Rearranging Formulas and Isolating Variables 033 Out of the Woods: Rearranging Formulas and Isolating Variables: Night</p> <p>034 Out of the Woods: Rearranging Formulas and Isolating Variables: Chapter 2: Pigs and Paint and Potions</p> <p>035 Out of the Woods: Rearranging Formulas and Isolating Variables: Denouement</p> <p>036 Out of the Woods: Rewriting Exponentials: Math Muscle Exercise</p> <p>038 Out of the Woods: Rewriting Exponentials: Research: Rewriting Exponentials</p> <p>040 Out of the Woods: Rewriting Exponentials: Chapter 2: Pigs and Paint and Pot</p>	<p>Rearrange multi-variable equations WSJ Solve one-step linear equations TXJ Solve two-step linear equations QAK Solve advanced linear equations 28N Solve equations with variables on both sides 7S7 Solve linear equations: mixed review DN6 Linear equations: solve for y T5F Solve linear equations SNN Solve absolute value equations 2JZ Solve a quadratic equation using square roots FG7 Solve a quadratic equation using the zero product property TRU Solve a quadratic equation by factoring CJC Complete the square 9MW Solve a quadratic equation using the quadratic formula YQH Solve radical equations EHE Solve rational equations CHP Solve exponential equations using factoring YQY Solve exponential equations using common logarithms 9F2 Solve exponential equations using natural logarithms KVL Solve logarithmic equations I BXU Solve logarithmic equations II RLX Rearrange multi-variable equations WSJ Solve one-step linear equations TXJ Solve two-step linear equations QAK Solve advanced linear equations 28N Solve equations</p>
CC.2.2.HS.D.9	Use reasoning to solve equations and justify the solution method.	<p>Use reasoning to solve equations and justify the solution method.</p> <p>MAT101 - Algebra 1A</p> <p>042 Lines and Their Graphs: Solving Linear Equations: Learn: Solving One- and Two-Step Linear Equations</p> <p>043 Lines and Their Graphs: Solving Linear Equations: Practice: Solving One- and Two-Step Linear Equations</p> <p>044 Lines and Their Graphs: Solving Linear Equations: Learn: Creating Linear Equations from Context</p> <p>045 Lines and Their Graphs: Solving Linear Equations: Practice: Creating Linear Equations from Context</p> <p>046 Lines and Their Graphs: Solving Linear Equations: Learn: Solving Multi-Step Linear Equations</p> <p>047 Lines and Their Graphs: Solving Linear Equations: Practice: Solving Multi-Step Linear Equations</p> <p>048 Lines and Their Graphs: Solving Linear Equations: Project 2: Isolating the Variable with One Step</p> <p>049 Lines and Their Graphs: Forms of Equations of Lines: Prepare to Learn: Forms of Equations of Lines</p> <p>094 Linear Systems and Inequalities: Linear Inequalities in One Variable: Prepare to Learn: Linear Inequalities in One Variable</p>	<p>Properties of equality H8Q Identify equivalent equations XNQ Solve equations using order of operations 8NT Solve equations: complete the solution EVP Solve equations: complete the solution N83 Solve a quadratic equation using square roots FG7 Solve a quadratic equation using the zero product property TRU Solve a quadratic equation by factoring CJC Complete the square 9MW Solve a quadratic equation using the quadratic formula YQH Properties of equality H8Q Identify equivalent equations XNQ Solve equations using order of operations 8NT Solve equations: complete the solution EVP Solve equations: complete the solution N83 Solve a quadratic equation using square roots FG7 Solve a quadratic equation using the zero product property TRU Solve a quadratic equation by factoring CJC Complete the square 9MW Solve a quadratic equation using the quadratic formula YQH</p>

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.3.HS.A.10	Translate between the geometric description and the equation for a conic section.	Translate between the geometric description and the equation for a conic section.	Write equations of circles in standard form using properties EXA Convert equations of circles from general to standard form YM5 Find properties of circles from equations in general form EAJ Graph circles from equations in standard form GVH Write equations of parabolas in vertex form from graphs NHB Write equations of parabolas in vertex form using properties KA6 Convert equations of parabolas from general to vertex form WHK Find properties of a parabola from equations in general form A88 Graph parabolas R2Q Write equations of ellipses in standard form using properties 6W9 Find properties of ellipses from equations in general form S7E Write equations of hyperbolas in standard form using properties 47M Find properties of hyperbolas from equations in general form RME
CC.2.4.HS.B.2	Summarize, represent, and interpret data on two categorical and quantitative variables.	Summarize represent and interpret data on two categorical and quantitative variables. MA202 SA - Geometry B SA - Lite 154 Probability and Certainty: Probabilities with Frequency Tables: Level Up: Probabilities with Frequency Tables	Interpret bar graphs, line graphs, and histograms B9A Create bar graphs, line graphs, and histograms EF6 Interpret circle graphs UHY Interpret stem-and-leaf plots EBJ Interpret a scatter plot 8BS Interpret bar graphs, line graphs, and histograms B9A Create bar graphs, line graphs, and histograms EF6 Interpret circle graphs UHY Interpret stem-and-leaf plots EBJ Interpret a scatter plot 8BS Interpret bar graphs, line graphs, and histograms B9A Create bar graphs, line graphs, and histograms EF6 Interpret circle graphs UHY Interpret stem-and-leaf plots EBJ Interpret a scatter plot 8BS Interpret bar graphs, line graphs, and histograms B9A Create bar graphs, line graphs, and histograms EF6 Interpret circle graphs UHY Interpret stem-and-leaf plots EBJ Interpret a scatter plot 8BS

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.4.HS.B.3	Analyze linear models to make interpretations based on the data.	Analyze linear models to make interpretations based on the data. MAT302 - Algebra 2B 092 Theoretically Speaking: Modeling Data From Simulations: Research: Modeling Data From Simulations 093 Theoretically Speaking: Modeling Data From Simulations: Night 095 Theoretically Speaking: Modeling Data From Simulations: Denouement MAT102 - Algebra 1B 177 Statistics and Probability: Fitting Functions to Data: Learn: Scatter Plots and Correlations 178 Statistics and Probability: Fitting Functions to Data: Practice: Scatter Plots and Correlations 179 Statistics and Probability: Fitting Functions to Data: Learn: Fitting a Linear Function to Data 180 Statistics and Probability: Fitting Functions to Data: Practice: Fitting a Linear Function to Data 184 Statistics and Probability: Choosing a Good Model: Learn: The Correlation Coefficient 185 Statistics and Probability: Choosing a Good Model: Practice: The Correlation Coefficient 186 Statistics and Probability: Choosing a Good Model: Learn: How Good Is the Model?	Interpret a scatter plot 8BS Scatter plots: line of best fit Y2S Find the equation of a regression line WJC Interpret regression lines SEQ Analyze a regression line of a data set 8D8 Find the equation of a regression line D9Y Interpret regression lines UWX Analyze a regression line of a data set 6CM Interpret a scatter plot 8BS Scatter plots: line of best fit Y2S Find the equation of a regression line WJC Interpret regression lines SEQ Analyze a regression line of a data set 8D8 Find the equation of a regression line D9Y Interpret regression lines UWX Analyze a regression line of a data set 6CM
CC.2.4.HS.B.4	Recognize and evaluate random processes underlying statistical experiments.	Recognize and evaluate random processes underlying statistical experiments. MAT302 - Algebra 2B 135 Trial and Error: Sampling a Population: Research: Sampling a Population	Theoretical probability 2MS Experimental probability LQV Outcomes of compound events GKA Introduction to probability 9QC Write the probability distribution for a game of chance UFQ Expected values for a game of chance F2J Choose the better bet 5YW Theoretical probability 2MS Experimental probability LQV Outcomes of compound events GKA Introduction to probability 9QC Write the probability distribution for a game of chance UFQ Expected values for a game of chance F2J Choose the better bet 5YW
CC.2.4.HS.B.5	Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	Make inferences and justify conclusions based on sample surveys experiments and observational studies. MAT302 - Algebra 2B 128 Trial and Error: Introductory Statistics: Morning 129 Trial and Error: Introductory Statistics: Research: Introductory Statistics 132 Trial and Error: Introductory Statistics: Denouement 134 Trial and Error: Sampling a Population: Morning 135 Trial and Error: Sampling a Population: Research: Sampling a Population 139 Trial and Error: Designing and Analyzing Surveys: Math Muscle Exercises 141 Trial and Error: Designing and Analyzing Surveys: Research: Designing and Analyzing Surveys 144 Trial and Error: Designing and Analyzing Surveys: Denouement MAT102 - Algebra 1B 142 Data and Statistics: Obtaining Data: Learn: Conducting a Study 143 Data and Statistics: Obtaining Data: Practice: Conducting a Study	Identify biased samples F6N Identify biased samples CH7 Experiment design BKR Analyze the results of an experiment using simulations RLB Identify biased samples F6N Identify biased samples CH7 Experiment design BKR Analyze the results of an experiment using simulations RLB Identify biased samples F6N Identify biased samples CH7 Experiment design BKR Analyze the results of an experiment using simulations RLB Identify biased samples F6N Identify biased samples CH7 Experiment design BKR Analyze the results of an experiment using simulations RLB

Algebra II Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
CC.2.4.HS.B.6	Use the concepts of independence and conditional probability to interpret data.	Use the concepts of independence and conditional probability to interpret data. MA202 SA - Geometry B SA - Lite 112 One Problem Many Faces: Permutations: Level Up: Permutations 114 One Problem Many Faces: Permutations: Project: Tools of the Trade 115 One Problem Many Faces: Permutations: To Be Continued...! 142 Probability and Certainty: Independent Events: Level Up: Independent Events 144 Probability and Certainty: Independent Events: Project: Tools of the Trade 145 Probability and Certainty: Independent Events: To Be Continued...! 146 Probability and Certainty: Conditional Probability: Math Muscle Exercise 148 Probability and Certainty: Conditional Probability: Level Up: Conditional Probability 150 Probability and Certainty: Conditional Probability: Project: Tools of the Trade 151 Probability and Certainty: Conditional Probability: To Be Continued...! 152 Probability and Certainty: Probabilities with Frequency Tables: Math Muscle Exercise 154 Probability and Certainty: Probabilities with Frequency Tables	Identify independent events RTZ Probability of independent and dependent events X5U Find conditional probabilities 2M4 Independence and conditional probability AJC Find conditional probabilities using two-way frequency tables HGC
CC.2.4.HS.B.7	Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	Apply the rules of probability to compute probabilities of compound events in a uniform probability model. MA202 SA - Geometry B SA - Lite 130 One Problem Many Faces: The Concept of Probability: Level Up: The Concept of Probability 133 One Problem Many Faces: The Concept of Probability: To Be Continued...! 134 One Problem Many Faces: Theoretical and Experimental Probability: Math Muscle Exercise 142 Probability and Certainty: Independent Events: Level Up: Independent Events 144 Probability and Certainty: Independent Events: Project: Tools of the Trade 145 Probability and Certainty: Independent Events: To Be Continued...! 146 Probability and Certainty: Conditional Probability: Math Muscle Exercise 150 Probability and Certainty: Conditional Probability: Project: Tools of the Trade 151 Probability and Certainty: Conditional Probability: To Be Continued...! 152 Probability and Certainty: Probabilities with Frequency Tables: Math Muscle Exercise 156 Probability and Certainty: Probabilities with Frequency Tables	Outcomes of compound events GKA Counting principle GTX Permutations SFZ Permutation and combination notation 7TT Calculate probabilities of events QRS Counting principle ZUV Combinations and permutations UAB Find probabilities using combinations and permutations SVX Outcomes of compound events GKA Counting principle GTX Permutations SFZ Permutation and combination notation 7TT Calculate probabilities of events QRS Counting principle ZUV Combinations and permutations UAB Find probabilities using combinations and permutations SVX

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.1	Use the concept and notation of functions to interpret and apply them in terms of their context.	<p>Use the concept and notation of functions to interpret and apply them in terms of their context.</p> <p>MA201 - Geometry A SA</p> <p>015 Origin Story: Comparing Transformations: Math Muscle Exercise</p> <p>017 Origin Story: Comparing Transformations: Level Up: Comparing Transformations</p> <p>018 Origin Story: Comparing Transformations: Plot Thickens! 019 Origin Story: Comparing Transformations: Training! 020 Origin Story: Comparing Transformations: Epilogue</p> <p>MAT101 - Algebra 1A</p> <p>162 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Learn: What Is a Parabola?</p> <p>163 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Practice: What Is a Parabola?</p> <p>168 Quadratic Equations Part I: Graphing Quadratics in Factored Form: Project 3: When Is It Okay Not to Be Precise?</p> <p>MAT301 - Algebra 2A</p> <p>034 Planting the Seeds for Success: The Remainder Theorem: Chapter 2 Project: Polynomial Gardens</p> <p>110 Rationally Radical: Graph Radical Functions: Research: Graph Radical Functions</p> <p>MAT302 - Algebra 2B</p> <p>044 Out of the Woods: Inverse Function</p>		<p>Domain and range of relations 2CG Identify independent and dependent variables N55 Identify functions VLL Identify functions: vertical line test HLX Find values using function graphs QCG Evaluate a function R96 Evaluate a function: plug in an expression VNZ Complete a function table from a graph HXF Complete a function table from an equation Z73 Interpret the graph of a function: word problems STU Interpret functions using everyday language U98 Domain and range 78A Identify functions LBJ Evaluate functions PS2 Find values using function graphs FS8 Complete a table for a function graph W5Z Complete a function table: quadratic functions Q9X Domain and range of polynomials Y86 Domain and range of radical functions HR9 Domain and range of exponential and logarithmic functions GLL Domain and range of relations 2CG Identify independent and dependent variables N55 Identify functions VLL Identify functions: vertical line test HLX Find values using function graphs QCG Evaluate a function</p>

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.2.HS.C.9	Prove the Pythagorean identity and use it to calculate trigonometric ratios.	Prove the Pythagorean identity and use it to calculate trigonometric ratios. MA201 - Geometry A SA 156 Give Me a Sine: Right Triangles and Similarity: Level Up: Right Triangles and Similarity 157 Give Me a Sine: Right Triangles and Similarity: Plot Thickens! 158 Give Me a Sine: Right Triangles and Similarity: Training! 159 Give Me a Sine: Right Triangles and Similarity: Epilogue MAT301 - Algebra 2A 152 Identities: Fundamental Trigonometric Identities: Research: Fundamental Trigonometric Identities 154 Identities: Fundamental Trigonometric Identities: Chapter 6 Project: Cyclops and Drawbridges 155 Identities: Fundamental Trigonometric Identities: Denouement 156 Identities: Finding Sine: Math Muscle Exercises 157 Identities: Finding Sine: Morning 164 Identities: Finding Cosine: Research: Finding Cosine 166 Identities: Finding Cosine: Chapter 6 Project: Cyclops and Drawbridges		Trigonometric identities I XJJ Trigonometric identities II F8F

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.	<p>Understand and apply congruence similarity and geometric transformations using various tools.</p> <p>MAT071 - 7th Grade Mathematics</p> <p>103 Geometry: Scale Drawings: Learn: Find a Scale Factor 104 Geometry: Scale Drawings: Learn: Find Missing Measures 105 Geometry: Scale Drawings: Learn: Create Scale Drawings 106 Geometry: Scale Drawings: Discussion 6</p> <p>MAT082 - 8th Grade Mathematics</p> <p>042 Proportional Relationships: Rigid Transformations and Congruence: Interactive: Transformations and Congruence 043 Proportional Relationships: Rigid Transformations and Congruence: Discussion 6</p> <p>044 Proportional Relationships: Rigid Transformations and Congruence: Check Your Understanding</p> <p>045 Proportional Relationships: Rigid Transformations and Congruence: Learn: Transformations</p> <p>046 Proportional Relationships: Rigid Transformations and Congruence: Learn: Are Two Figures Congruent?</p> <p>047 Proportional Relationships: Rigid Transformations and Congruence: Learn: Determine Transformations for Congruence</p> <p>048 Proportional Relationships: Dilation</p>	The Pythagorean Theorem The Pythagorean Theorem The Pythagorean Theorem The Pythagorean Theorem Applications of the Pythagorean Theorem Applications of the Pythagorean Theorem	R.5 Converse of the Pythagorean theorem: is it a right triangle? R.5 Converse of the Pythagorean theorem: is it a right triangle? R.1 Pythagorean theorem: find the length of the hypotenuse R.2 Pythagorean theorem: find the missing leg length R.3 Pythagorean theorem: find the perimeter R.4 Pythagorean theorem: word problems R.1 Pythagorean theorem: find the length of the hypotenuse R.2 Pythagorean theorem: find the missing leg length R.3 Pythagorean theorem: find the perimeter R.4 Pythagorean theorem: word problems N.4 Find the distance between two points N.4 Find the distance between two points

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.8.A.3	Understand and apply the Pythagorean Theorem to solve problems.	Understand and apply the Pythagorean Theorem to solve problems. MAT081 - 8th Grade Mathematics 148 Real Numbers: Applying the Pythagorean Theorem: Learn: Finding a Hypotenuse 149 Real Numbers: Applying the Pythagorean Theorem: Learn: Finding a Leg 150 Real Numbers: Applying the Pythagorean Theorem: Learn: Using the Pythagorean Theorem 151 Real Numbers: Applying the Pythagorean Theorem: Word Problem Investigation: Applying the Pythagorean Theorem 152 Real Numbers: Applying the Pythagorean Theorem: Discussion 4 153 Real Numbers: Applying the Pythagorean Theorem: Check Your Understanding 216 Geometric Relationships: Dissecting the Pythagorean Theorem: Prepare to Learn: Dissecting the Pythagorean Theorem 217 Geometric Relationships: Dissecting the Pythagorean Theorem: Learn: Why Does the Pythagorean Theorem Work? 218 Geometric Relationships: Dissecting the Pythagorean Theorem: Learn: Converse of the Pythagorean Theorem 219 Geometric Relationships: Dissecting the Pythagorean Theorem: Learn: Distance in the Coordinates	Volume of Cylinders Cones and Spheres	T.10 Volume of cylinders T.11 Volume of cones T.14 Volume of spheres

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.1	Use geometric figures and their properties to represent transformations in the plane.	<p>Use geometric figures and their properties to represent transformations in the plane.</p> <p>MA201 - Geometry A SA</p> <p>038 the Power of 3: Congruence and Transformations: Math Muscle Exercise 040 the Power of 3: Congruence and Transformations: Level Up: Congruence and Transformations</p> <p>041 the Power of 3: Congruence and Transformations: Plot Thickens!</p> <p>042 the Power of 3: Congruence and Transformations: Training!</p> <p>043 the Power of 3: Congruence and Transformations: Epilogue</p> <p>045 the Power of 3: Congruence and Transformations: To Be Continued!</p> <p>046 the Power of 3: Congruent Triangles: Math Muscle Exercise</p> <p>054 the Power of 3: 3 Sides Are Better: Math Muscle Exercise</p> <p>061 the Power of 3: Include an Angle: Math Muscle Exercise 116</p> <p>Never Too Soon To Dilate!: Dilations: Level Up: Dilations 117</p> <p>Never Too Soon To Dilate!: Dilations: Plot Thickens!</p> <p>118 Never Too Soon To Dilate!: Dilations: Training! 119 Never Too Soon To Dilate!: Dilations: Epilogue</p> <p>120 Never Too Soon To Dilate!: Dilations: Project: Tools of the Trade</p>		<p>Classify congruence transformations CXT</p> <p>Translations: graph the image 7AC Translations: find the coordinates F8U Translations: write the rule 9PR Reflections: graph the image SM9 Reflections: find the coordinates SVY Rotate polygons about a point XM7 Rotations: graph the image 6SD Rotations: find the coordinates ZX5 Compositions of congruence transformations: graph the image WHW Transformations that carry a polygon onto itself RJW Congruence transformations: mixed review XQ7 Dilations: graph the image ZRD Dilations: find the coordinates 5KZ Dilations: scale factor and classification ZDM Dilations and parallel lines G76 Classify congruence transformations CXT Translations: graph the image 7AC Translations: find the coordinates F8U Translations: write the rule 9PR Reflections: graph the image SM9 Reflections: find the coordinates SVY Rotate polygons about a point XM7 Rotations: graph the image 6SD Rotations: find the coordinates ZX5 Compositions of congruence transformations: graph the image</p>

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.11	Apply coordinate geometry to prove simple geometric theorems algebraically.	Apply coordinate geometry to prove simple geometric theorems algebraically. MA202 SA - Geometry B SA - Lite 008 Pointing to the Problem: Polygons and Coordinate Geometry: Level Up: Polygons and Coordinate Geometry 012 Pointing to the Problem: Perimeter and Area of Polygons in the Coordinate Plane: Math Muscle Exercise 026 Pointing to the Problem: Midpoint Formula: Level Up: Midpoint Formula 029 Pointing to the Problem: Midpoint Formula: To Be Continued...! 048 Slippery Slopes: Parallel Lines and Their Equations: Level Up: Parallel Lines and Their Equations 050 Slippery Slopes: Parallel Lines and Their Equations: To Be Continued...! 053 Slippery Slopes: Perpendicular Lines and Their Equations: Level Up: Perpendicular Lines and Their Equations 055 Slippery Slopes: Perpendicular Lines and Their Equations: To Be Continued...! 086 Circumventing: Central Inscribed and Circumscribed Angles: Level Up: Central Inscribed and Circumscribed Angles		Midpoints 7RH Midpoint formula: find the midpoint 2YG Distance formula 59F
CC.2.3.HS.A.12	Explain volume formulas and use them to solve problems.	Explain volume formulas and use them to solve problems. MA201 - Geometry A SA 205 The Biggest Adventure: Volumes: Level Up: Volumes 206 The Biggest Adventure: Volumes: Plot Thickens! 207 The Biggest Adventure: Volumes: Training! 208 The Biggest Adventure: Volumes: Epilogue 210 The Biggest Adventure: Volumes: To Be Continued! 219 The Biggest Adventure: Modeling: Math Muscle Exercise 221 The Biggest Adventure: Modeling: Level Up: Modeling 222 The Biggest Adventure: Modeling: Plot Thickens! 223 The Biggest Adventure: Modeling: Training! 224 The Biggest Adventure: Modeling: Epilogue 225 The Biggest Adventure: Modeling: To Be Continued!		Slopes of parallel and perpendicular lines 6K2 Equations of parallel and perpendicular lines VEB Find the distance between two parallel lines A7B Introduction to surface area and volume 7JB Volume of prisms and cylinders N5F Volume of pyramids and cones 7J3 Volume of spheres 62N

Geometry Alignment

PA Standard Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.13	Analyze relationships between two-dimensional and three-dimensional objects.	Analyze relationships between two-dimensional and three-dimensional objects. MA201 - Geometry A SA 212 The Biggest Adventure: Cross Sections and Solids of Revolution: Prologue 213 The Biggest Adventure: Cross Sections and Solids of Revolution: Level Up: Cross Sections and Solids of Revolution 214 The Biggest Adventure: Cross Sections and Solids of Revolution: Plot Thickens! 215 The Biggest Adventure: Cross Sections and Solids of Revolution: Training! 216 The Biggest Adventure: Cross Sections and Solids of Revolution: Epilogue		Parts of three-dimensional figures VW9 Three-dimensional figure vocabulary NKH Nets and drawings of three-dimensional figures PKE Cross-sections of three-dimensional figures 7Z4 Solids of revolution LKT
CC.2.3.HS.A.14	Apply geometric concepts to model and solve real world problems.	Apply geometric concepts to model and solve real world problems. MA202 SA - Geometry B SA - Lite 076 Circular Logic: Arc Length and Radian Measure: Level Up: Arc Length and Radian Measure 078 Circular Logic: Arc Length and Radian Measure: To Be Continued...! 081 Circular Logic: Sectors: Level Up: Sectors 083 Circular Logic: Sectors: To Be Continued...! 094 Circumventing: Other Angle Relationships in Circles: To Be Continued...! 095 Circumventing: Segment Relationships in Circles: Math Muscle Exercise MA201 - Geometry A SA 221 The Biggest Adventure: Modeling: Level Up: Modeling 222 The Biggest Adventure: Modeling: Plot Thickens! 223 The Biggest Adventure: Modeling: Training! 224 The Biggest Adventure: Modeling: Epilogue		Pythagorean Theorem F55

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.2	Apply rigid transformations to determine and explain congruence.	Apply rigid transformations to determine and explain congruence. MA202 SA - Geometry B SA - Lite 070 Circular Logic: Arcs Chords and Similar Circles: Level Up: Arcs Chords and Similar Circles 073 Circular Logic: Arcs Chords and Similar Circles: To Be Continued...! MA201 - Geometry A SA 016 Origin Story: Comparing Transformations: Prologue 017 Origin Story: Comparing Transformations: Level Up: Comparing Transformations 018 Origin Story: Comparing Transformations: Plot Thickens! 019 Origin Story: Comparing Transformations: Training! 020 Origin Story: Comparing Transformations: Epilogue 022 Origin Story: Comparing Transformations: To Be Continued...! 030 Origin Story: Transform It!: Math Muscle Exercise 031 Origin Story: Transform It!: Prologue 032 Origin Story: Transform It!: Level Up: Transform It! 033 Origin Story: Transform It!: Plot Thickens! 034 Origin Story: Transform It!: Training! 035 Origin Story: Transform It!: Epilogue 037 Origin Story: Transform It!: To Be Continued...!		Classify congruence transformations CXT Compositions of congruence transformations: graph the image WHW Transformations that carry a polygon onto itself RJW Congruence transformations: mixed review XQ7

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.3	Verify and apply geometric theorems as they relate to geometric figures.	Verify and apply geometric theorems as they relate to geometric figures. MA202 SA - Geometry B SA - Lite 008 Pointing to the Problem: Polygons and Coordinate Geometry: Level Up: Polygons and Coordinate Geometry 012 Pointing to the Problem: Perimeter and Area of Polygons in the Coordinate Plane: Math Muscle Exercise 030 Slippery Slopes: Partitioning Segments: Math Muscle Exercise 032 Slippery Slopes: Partitioning Segments: Level Up: Partitioning Segments 035 Slippery Slopes: Partitioning Segments: To Be Continued...! 058 Circular Logic: Chords Diameters and Their Relationships: Level Up: Chords Diameters and Their Relationships 061 Circular Logic: Chords Diameters and Their Relationships: To Be Continued...! 062 Circular Logic: Tangent Lines of a Circle: Math Muscle Exercise 064 Circular Logic: Tangent Lines of a Circle: Level Up: Tangent Lines of a Circle 070 Circular Logic: Arcs Chords and Similar Circles: Level Up: Arcs Chords and Similar Circles 073 Circular Logic: Arcs Chords and Similar Circles		Pythagorean theorem KKT Pythagorean theorem: word problems EU8 Converse of the Pythagorean theorem: is it a right triangle? M68 Pythagorean Theorem and its converse JZF

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.5	Create justifications based on transformations to establish similarity of plane figures.	Create justifications based on transformations to establish similarity of plane figures. MA202 SA - Geometry B SA - Lite 070 Circular Logic: Arcs Chords and Similar Circles: Level Up: Arcs Chords and Similar Circles 073 Circular Logic: Arcs Chords and Similar Circles: To Be Continued...! MA201 - Geometry A SA 016 Origin Story: Comparing Transformations: Prologue 017 Origin Story: Comparing Transformations: Level Up: Comparing Transformations 018 Origin Story: Comparing Transformations: Plot Thickens! 019 Origin Story: Comparing Transformations: Training! 020 Origin Story: Comparing Transformations: Epilogue 022 Origin Story: Comparing Transformations: To Be Continued...! 030 Origin Story: Transform It!: Math Muscle Exercise 031 Origin Story: Transform It!: Prologue 032 Origin Story: Transform It!: Level Up: Transform It! 033 Origin Story: Transform It!: Plot Thickens! 034 Origin Story: Transform It!: Training! 035 Origin Story: Transform It!: Epilogue 037 Origin Story: Transform It!: To Be Continued...!		Identify similar figures 85X Similar triangles and similarity transformations G2Z

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.6	Verify and apply theorems involving similarity as they relate to plane figures.	Verify and apply theorems involving similarity as they relate to plane figures. MA202 SA - Geometry B SA - Lite 020 Pointing to the Problem: The Concept of Slope: Level Up: The Concept of Slope MA201 - Geometry A SA 124 Never Too Soon To Dilate!: Similarity: Level Up: Similarity 125 Never Too Soon To Dilate!: Similarity: Plot Thickens! 126 Never Too Soon To Dilate!: Similarity: Training! 127 Never Too Soon To Dilate!: Similarity: Epilogue 129 Never Too Soon To Dilate!: Similarity: To Be Continued! 131 Never Too Soon To Dilate!: Similarity Postulates & Theorems: Prologue 132 Never Too Soon To Dilate!: Similarity Postulates & Theorems: Level Up: Similarity Postulates & Theorems 133 Never Too Soon To Dilate!: Similarity Postulates & Theorems: Plot Thickens! 134 Never Too Soon To Dilate!: Similarity Postulates & Theorems: Training! 135 Never Too Soon To Dilate!: Similarity Postulates & Theorems: Epilogue 137 Never Too Soon To Dilate!: Similarity Postulates & Theorems: To Be Continued! 138 Never Too Soon To Dilate		Similarity statements UG8 Similar triangles and indirect measurement JWK Similarity rules for triangles XJQ Triangle Proportionality Theorem 6WA Similarity and altitudes in right triangles CE7 Prove similarity statements ETX Prove proportions or angle congruences using similarity DDY Proofs involving similarity in right triangles XCT

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.7	Apply trigonometric ratios to solve problems involving right triangles.	Apply trigonometric ratios to solve problems involving right triangles. MA202 SA - Geometry B SA - Lite 100 Circumventing: Writing Equations of Circles: Math Muscle Exercise MA201 - Geometry A SA 156 Give Me a Sine: Right Triangles and Similarity: Level Up: Right Triangles and Similarity 157 Give Me a Sine: Right Triangles and Similarity: Plot Thickens! 158 Give Me a Sine: Right Triangles and Similarity: Training! 159 Give Me a Sine: Right Triangles and Similarity: Epilogue 160 Give Me a Sine: Right Triangles and Similarity: Project: Tools of the Trade 161 Give Me a Sine: Right Triangles and Similarity: To Be Continued! 162 Give Me a Sine: Sine and Cosine: Math Muscle Exercise 164 Give Me a Sine: Sine and Cosine: Level Up: Sine and Cosine 165 Give Me a Sine: Sine and Cosine: Plot Thickens! 166 Give Me a Sine: Sine and Cosine: Training! 167 Give Me a Sine: Sine and Cosine: Epilogue 168 Give Me a Sine: Sine and Cosine: Project: Tools of the Trade 169 Give Me a Sine: Sine and Cosine: To Be Continued!		Trigonometric ratios: sin, cos, and tan D5Z Trigonometric ratios: csc, sec, and cot L8J Trigonometric ratios in similar right triangles 7X7 Find trigonometric functions of special angles BP9 Find trigonometric functions using a calculator UK6 Trigonometric ratios: find a side length UZC Trigonometric ratios: find an angle measure 49E Solve a right triangle GPR

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.8	Apply geometric theorems to verify properties of circles.	Apply geometric theorems to verify properties of circles. MA202 SA - Geometry B SA - Lite 058 Circular Logic: Chords Diameters and Their Relationships: Level Up: Chords Diameters and Their Relationships 061 Circular Logic: Chords Diameters and Their Relationships: To Be Continued...! 062 Circular Logic: Tangent Lines of a Circle: Math Muscle Exercise 064 Circular Logic: Tangent Lines of a Circle: Level Up: Tangent Lines of a Circle 070 Circular Logic: Arcs Chords and Similar Circles: Level Up: Arcs Chords and Similar Circles 073 Circular Logic: Arcs Chords and Similar Circles: To Be Continued...! 086 Circumventing: Central Inscribed and Circumscribed Angles: Level Up: Central Inscribed and Circumscribed Angles 089 Circumventing: Central Inscribed and Circumscribed Angles: To Be Continued...! 090 Circumventing: Other Angle Relationships in Circles: Math Muscle Exercise 092 Circumventing: Other Angle Relationships in Circles: Level Up: Other Angle Relationships in Circles		Parts of a circle 4X2 Central angles and arc measures VZX Circle measurements: mixed review TFF Arcs and chords P63 Tangent lines CFV Find the center of a circle CJA Find the radius or diameter of a circle VGW Find properties of circles from equations in general form EAJ

Geometry Alignment

PA Standard				
Code	PA Description	Course Location	Aligned Lesson (iReady)	Location (IXL)
CC.2.3.HS.A.9	Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	Extend the concept of similarity to determine arc lengths and areas of sectors of circles. MA202 SA - Geometry B SA - Lite 070 Circular Logic: Arcs Chords and Similar Circles: Level Up: Arcs Chords and Similar Circles 073 Circular Logic: Arcs Chords and Similar Circles: To Be Continued...! 074 Circular Logic: Arc Length and Radian Measure: Math Muscle Exercise 076 Circular Logic: Arc Length and Radian Measure: Level Up: Arc Length and Radian Measure 078 Circular Logic: Arc Length and Radian Measure: To Be Continued...! 079 Circular Logic: Sectors: Math Muscle Exercise 081 Circular Logic: Sectors: Level Up: Sectors 083 Circular Logic: Sectors: To Be Continued...! 084 Circumventing: Central Inscribed and Circumscribed Angles: Math Muscle Exercise 086 Circumventing: Central Inscribed and Circumscribed Angles: Level Up: Central Inscribed and Circumscribed Angles 089 Circumventing: Central Inscribed and Circumscribed Angles: To Be Continued...!		Arc length 7L9 Convert between radians and degrees NJ9 Radians and arc length N8Y Area of sectors XZQ

APPENDIX A CURRICULUM

C.5 ALIGNMENTS

It includes the alignments for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- A. English Language Arts (K-12)
- B. Mathematics (K-12)
- C. Science (K-12)
- D. Social Studies (K-12)
- E. General Electives (K-5)

SCIENCE
K-12

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.A1	Identify the similarities and differences of living and non-living things.	Identify the similarities and differences of living and nonliving things. Science Grade K 2017 Science KA- Module 5: Assemble and Plant a Terrarium
3.1.K.A3	Observe, compare, and describe stages of life cycles for plants and/or animals.	Observe, compare, and describe stages of life cycles for plants and/or animals. Science Grade K 2017 Science KA- Module 1: Deer in Fall Science KA- Module 1: Leaves and Butterflies Science KA- Module 2: Autumn Leaves and Weather Conditions Science KA- Module 2: Autumn and Falling Leaves Science KA- Module 2: Squirrel Behavior Science KA- Module 3: Duck Observation Science KA- Module 3: Natural Fall Objects Science KA- Module 3: Observing Nature Science KA- Module 4: Nature Review Science KA- Module 5: Grow a Bean Seed Science KA- Module 5: Plant a Garden Science KA- Module 6: Animals and Weather Change Science KA- Module 6: Make a Goldfish Bowl Science KB- Module 1: Animals and Offspring Science KB- Module 2: Shapes in Nature Science KB- Module 3: Making Maple Syrup Science KB- Module 4: Spring Flower Growth Science KB- Module 4: Spring Plant Growth Science KB- Module 5: Birds and Bird Nests Science KB- Module 6: Bees and Pollination Science KB- Module 6: Frogs and Ponds Science KB- Module 6: The Sound of Spring

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.A5	Observe and describe structures and behaviors of a variety of common animals.	<p>Observe and describe structures and behaviors of a variety of common animals.</p> <p>Science Grade K 2017</p> <p>Science KA- Module 1: Deer in Fall</p> <p>Science KA- Module 1: Leaves and Butterflies</p> <p>Science KA- Module 2: Animal Habitats and Weather</p> <p>Science KA- Module 2: Autumn and Falling Leaves</p> <p>Science KA- Module 2: Squirrel Behavior</p> <p>Science KA- Module 3: Duck Observation</p> <p>Science KA- Module 3: Natural Fall Objects</p> <p>Science KA- Module 3: Observing Nature</p> <p>Science KA- Module 4: Animal Camouflage</p> <p>Science KA- Module 4: Listening to Nature</p> <p>Science KA- Module 4: Nature Review</p> <p>Science KA- Module 6: Animals and Weather Change</p> <p>Science KA- Module 6: Compare Environments</p> <p>Science KA- Module 6: Make a Goldfish Bowl</p> <p>Science KB- Module 1: Animal Tracks</p> <p>Science KB- Module 1: Animals and Offspring</p> <p>Science KB- Module 2: Shapes in Nature</p> <p>Science KB- Module 3: Making Maple Syrup</p> <p>Science KB- Module 4: Earthworms in Soil</p> <p>Science KB- Module 5: Birds and Bird Nests</p> <p>Science KB- Module 5: Pet Care</p> <p>Science KB- Module 6: Bees and Pollination</p>

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.A9	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.1.K.B1	Observe and describe how young animals resemble their parents and other animals of the same kind.	

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.B6	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.C2	Describe changes animals and plants undergo throughout the seasons.	Describe changes animals and plants undergo throughout the seasons. Science Grade K 2017 Science KA- Module 1: Deer in Fall Science KA- Module 1: Leaves and Butterflies Science KA- Module 2: Animal Habitats and Weather Science KA- Module 2: Autumn and Falling Leaves Science KA- Module 2: Squirrel Behavior Science KA- Module 3: Duck Observation Science KA- Module 3: Natural Fall Objects Science KA- Module 4: Animal Camouflage Science KA- Module 6: Animals and Weather Change Science KA- Module 6: Compare Environments Science KA- Module 6: Freezing Water and Magnets Science KA- Module 6: Make a Goldfish Bowl Science KB- Module 1: Animal Tracks Science KB- Module 1: Animals and Offspring Science KB- Module 2: Shapes in Nature Science KB- Module 5: Birds and Bird Nests Science KB- Module 5: Pet Care Science KB- Module 6: Frogs and Ponds Science KB- Module 6: The Sound of Spring

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.C3	CONSTANCY AND CHANGE Describe changes that occur as a result of climate.	CONSTANCY AND CHANGE: Describe changes that occur as a result of climate. Science Grade K 2017 Science KA- Module 1: Deer in Fall Science KA- Module 1: Leaves and Butterflies Science KA- Module 2: Animal Habitats and Weather Science KA- Module 2: Autumn and Falling Leaves Science KA- Module 2: Squirrel Behavior Science KA- Module 3: Duck Observation Science KA- Module 3: Natural Fall Objects Science KA- Module 4: Animal Camouflage Science KA- Module 6: Animals and Weather Change Science KA- Module 6: Compare Environments Science KA- Module 6: Freezing Water and Magnets Science KA- Module 6: Make a Goldfish Bowl Science KB- Module 1: Animal Tracks Science KB- Module 1: Animals and Offspring Science KB- Module 2: Shapes in Nature Science KB- Module 5: Birds and Bird Nests Science KB- Module 5: Pet Care Science KB- Module 6: Frogs and Ponds Science KB- Module 6: Humans and the Environment Science KB- Module 6: The Sound of Spring

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.1.K.C4	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.2.K.A1	Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses.	
3.2.K.A3	Describe the way matter can change.	<p>Describe the way matter can change.</p> <p>Science Grade K 2017 Science KA- Module 6: Freezing Water and Magnets Science KB- Module 1: Animal Tracks Science KB- Module 2: Properties of Matter Science KB- Module 2: Winter and the Five Senses</p>
3.2.K.A5	CONSTANCY AND CHANGE Recognize that everything is made of matter.	<p>CONSTANCY AND CHANGE: Recognize that everything is made of matter.</p> <p>Science Grade K 2017 Science KB- Module 2: Properties of Matter</p>

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.2.K.A6	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.2.K.B3	Describe how temperature can affect the body.	Describe how temperature can affect the body. Science Grade K 2017 Science KB- Module 2: Winter and the Five Senses

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.2.K.B6	ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<p>ENERGY: Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p> <p>Science Grade K 2017 Science KA- Module 1: The Fall Season Science KA- Module 2: Autumn Leaves and Weather Conditions Science KA- Module 2: Autumn and Falling Leaves Science KA- Module 3: Natural Fall Objects Science KA- Module 6: Animals and Weather Change Science KA- Module 6: Freezing Water and Magnets Science KB- Module 1: Animals and Offspring Science KB- Module 2: Shapes in Nature Science KB- Module 3: Rainbows and Evaporation Science KB- Module 5: Evening Stars and Constellations Science KB- Module 6: Humans and the Environment</p>
3.2.K.B7	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.3.K.A1	Distinguish between three types of earth materials – rock, soil, and sand.	Distinguish between three types of earth materials – rock, soil, and sand. Science Grade K 2017 Science KA- Module 5: Assemble and Plant a Terrarium Science KB- Module 4: Earthworms in Soil
3.3.K.A4	Identify sources of water for human consumption and use.	Identify sources of water for human consumption and use. Science Grade K 2017 Science KB- Module 3: Rainbows and Evaporation
3.3.K.A5	Record daily weather conditions using simple charts and graphs Identify seasonal changes in the environment. Distinguish between types of precipitation.	
3.3.K.A7	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	

Kindergarten Science Alignment

PA Core	PA Description	Course Location
3.3.K.B3	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.1.1.A1	Categorize living and nonliving things by external characteristics.	Grade 3B Module 4, Characteristics of Life
3.1.1.A2	Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.	Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter. Science Grade 1 2017 Science 1A- Module 2: Role of Seeds Science 1A- Module 3: Basics Needs of Animals Science 1A- Module 5: Comparing Tree Types Science 1A- Module 5: Wild Animal Responses Science 1B- Module 2: Planting a Tomato Science 1B- Module 3: Life in a Pond Science 1B- Module 3: Life in the Forest Science 1B- Module 5: Birdhouses and Nesting Behavior Science 1B- Module 5: Cycle of the Sunflower Science 1B- Module 5: Deciduous Trees Science 1B- Module 6: Bees and Pollination II Science 1B- Module 6: Comparing Butterflies Science 1B- Module 6: Planting Garden
3.1.1.A5	Identify and describe plant parts and their function.	Identify and describe plant parts and their function. Science Grade 1 2017 Science 1A- Module 1: Seasons and Daylight Exploration Science 1A- Module 2: Role of Seeds Science 1A- Module 4: Living with Nature Science 1A- Module 5: Comparing Tree Types Science 1B- Module 2: Planting a Tomato Science 1B- Module 3: Life in the Forest Science 1B- Module 4: Characteristics of the Maple Leaf Science 1B- Module 5: Cycle of the Sunflower Science 1B- Module 5: Deciduous Trees Science 1B- Module 6: Planting Garden

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.1.1.A9	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.1.1.B1	Grow plants from seed and describe how they grow and change. Compare to adult plants.	<p>Grow plants from seed and describe how they grow and change. Compare to adult plants.</p> <p>Science Grade 1 2017 Science 1A- Module 1: Classifying Leaves Science 1A- Module 1: Seasons and Daylight Exploration Science 1A- Module 2: Role of Seeds Science 1A- Module 5: Comparing Tree Types Science 1B- Module 2: Planting a Tomato Science 1B- Module 4: Characteristics of the Maple Leaf Science 1B- Module 5: Cycle of the Sunflower Science 1B- Module 5: Deciduous Trees Science 1B- Module 6: Planting Garden</p>

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.1.1.B6	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.1.1.C3	CONSTANCY AND CHANGE Describe changes that occur as a result of habitat.	CONSTANCY AND CHANGE: Describe changes that occur as a result of habitat. Science Grade 1 2017 Science 1A- Module 3: Basics Needs of Animals Science 1A- Module 4: Animals and Weather Change Science 1A- Module 4: Living with Nature
3.1.1.C4	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.2.1.A1	Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water.	
3.2.1.A3	Identify how heating, melting, cooling, etc., may cause changes in properties of materials.	Identify how heating, melting, cooling, etc., may cause changes in properties of materials. Science Grade 1 2017 Science 1B- Module 1: States of Matter
3.2.1.A4	Observe and describe what happens when substances are heated or cooled. Distinguish between changes that are reversible (melting, freezing) and not reversible (e.g. baking a cake, burning fuel).	Observe and describe what happens when substances are heated or cooled. Distinguish between changes that are reversible (melting, freezing) and not reversible (e.g. baking a cake, burning fuel). Science Grade 1 2017 Science 1B- Module 1: States of Matter
3.2.1.A5	CONSTANCY AND CHANGE Recognize that everything is made of matter.	CONSTANCY AND CHANGE: Recognize that everything is made of matter. Science Grade 1 2017 Science 1B- Module 1: States of Matter Science 1B- Module 2: Scientific Inquiry

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.2.1.A6	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.2.1.B1	Demonstrate various types of motion. Observe and describe how pushes and pulls change the motion of objects.	Grade 3B: Module 2, Forces and Movement, Magnetism
3.2.1.B3	Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling.	Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating and cooling. Science Grade 1 2017 Science 1B- Module 1: States of Matter Science 1B- Module 3: Reading a Thermometer
3.2.1.B5	Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam.	Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam. Science Grade 1 2017 Science 1A- Module 3: Light

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.2.1.B6	ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<p>ENERGY: Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p> <p>Science Grade 1 2017 Science 1A- Module 1: Seasons and Daylight Exploration Science 1A- Module 2: Birds in Nature Science 1A- Module 2: Role of Seeds Science 1A- Module 3: Making a Weather Chart Science 1A- Module 5: Comparing Tree Types Science 1A- Module 6: Constellations in the Night Sky Science 1B- Module 2: Dolphins and Sea Life Science 1B- Module 3: Life in a Pond Science 1B- Module 4: Characteristics of the Maple Leaf Science 1B- Module 4: Thunder and Lightning Science 1B- Module 5: Deciduous Trees</p>
3.2.1.B7	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.3.1.A1	Observe, describe, and sort earth materials. Compare the composition of different soils.	Grade 3A: Module 6:Trees and Human Needs, Grade 3B: Module 4: Characteristics of Rocks, Module 4: Cycle of Rocks, Module 4: Natural Resoures in Your Community

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.3.1.A4	Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds).	Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds). Science Grade 1 2017 Science 1A- Module 6: Concept of Erosion
3.3.1.A5	Become familiar with weather instruments. Collect, describe, and record basic information about weather over time.	
3.3.1.A7	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	
3.3.1.B1	Explain why shadows fall in different places at different times of the day.	Explain why shadows fall in different places at different times of the day. Science Grade 1 2017 Science 1A- Module 3: Light

1st Grade Science Alignment

PA Core Standard	PA Description	Course Location
3.3.1.B3	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 	

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.2.A3	Identify similarities and differences in the life cycles of plants and animals.	Identify similarities and differences in the life cycles of plants and animals. Science Grade 2 2017 Science 2A- Module 1: Behavior of Ants Science 2A- Module 1: Types of Birds Science 2A- Module 2: Animal Cooperation Science 2A- Module 2: Animal Habitats Science 2A- Module 3: Plant and Animal Rhythm Science 2A- Module 3: Trees and Leaves Science 2A- Module 4: Stories about Nature Science 2A- Module 4: Stories about Nature and Interactions Science 2A- Module 5: Behavior of Bees Science 2A- Module 6: Different Nests for Different Birds Science 2B- Module 2: Warm- and Cold-Blooded Animals Science 2B- Module 5: The Dolphin and the Field Mouse Science 2B- Module 6: Characteristics of Insects Science 2B- Module5: Tadpoles to Frogs	Read animal life cycle diagrams 5K7 Construct animal life cycle diagrams YJX Read and construct flowering plant life cycle diagrams UML Compare stages of an animals life cycle 7H8 Compare different animals life cycles 4N7
3.1.2.A5	Explain how different parts of a plant work together to make the organism function.	Explain how different parts of a plant work together to make the organism function. Science Grade 2 2017 Science 2A- Module 3: Experiments with Plants Science 2A- Module 3: Trees and Leaves	Identify plant parts and their functions KDK How do flowering plants make new plants? 2CK

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.2.A9	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		
3.1.2.B6	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.2.C2	Explain that living things can only survive if their needs are being met.	Explain that living things can only survive if their needs are being met. Science Grade 2 2017 Science 2A- Module 1: The Five Senses Science 2A- Module 1: Types of Birds Science 2A- Module 2: Animal Cooperation Science 2A- Module 2: Animal Habitats Science 2A- Module 3: Plant and Animal Rhythm Science 2A- Module 4: Squirrel Habitats Science 2A- Module 5: Animal Needs Science 2A- Module 5: Behavior of Bees Science 2A- Module 6: Animal Habitats and Weather Science 2B- Module 1: Characteristics of the Weaverbird Science 2B- Module 1: Characteristics of the Swiftlet Bird Science 2B- Module 1: Large Habitats Science 2B- Module 2: Tracks Animals Make Science 2B- Module 2: Warm- and Cold-Blooded Animals Science 2B- Module 3: Carnivores, Herbivores, and Omnivores Science 2B- Module 3: Relationships Between Humans and Animals Science 2B- Module 4: Animal Communication and Signals Science 2B- Module 4: Biomes Science 2B- Module 4: The Five Senses and Animal Communication Science 2B- Module 5: Characteristics of Reptiles	Identify living and nonliving things B5P
3.1.2.C3	CONSTANCY AND CHANGE Describe some plants and animals that once lived on Earth, (e.g., dinosaurs) but cannot be found anymore. Compare them to now living things that resemble them in some way (e.g. lizards and birds).		

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.2.C4	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		
3.2.2.A3	Demonstrate how heating and cooling may cause changes in the properties of materials.	Demonstrate how heating and cooling may cause changes in the properties of materials. Science Grade 2 2017 Science 2A- Module 2: Heat and Temperature Science 2A- Module 2: States of Matter	Heating cooling and changes of state: melting and freezing 8B4 Heating cooling and changes of state: vaporizing and condensing R2V Predict heat flow G6S
3.2.2.A4	Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation)).		
3.2.2.A5	CONSTANCY AND CHANGE Recognize that everything is made of matter.	CONSTANCY AND CHANGE: Recognize that everything is made of matter. Science Grade 2 2017 Science 2A- Module 2: Properties of Matter Science 2A- Module 2: States of Matter	

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.2.A6	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		
3.2.2.B2	Explore and describe how different forms of energy cause changes. (e.g., sunlight, heat, wind)	Explore and describe how different forms of energy cause changes. (e.g., sunlight, heat, wind) Science Grade 2 2017 Science 2A- Module 2: Heat and Temperature Science 2A- Module 2: States of Matter	
3.2.2.B6	ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	ENERGY: Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow. Science Grade 2 2017 Science 2A- Module 2: Heat and Temperature Science 2A- Module 4: Stories about Nature Science 2A- Module 6: Animal Habitats and Weather Science 2B- Module 3: Animal Food Chains Science 2B- Module 3: Carnivores, Herbivores, and Omnivores Science 2B- Module 4: Biomes Science 2B- Module 6: Characteristics of Fish	Identify roles in food chains BQY

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.2.B7	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		
3.3.2.A4	Explore and describe that water exists in solid (ice) and liquid (water) form. Explain and illustrate evaporation and condensation.		

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.2.A7	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		
3.3.2.B1	<p>Observe and record</p> <ul style="list-style-type: none"> • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month. <p>Observe, describe, and predict seasonal patterns of sunrise and sunset.</p>	<p>Grade 3A Module 1: Phases of the Moon, Module 2: The role of Gravity, Module 5: Global Climate Zones, Module 5: The Earth and Sun Relationship, Module 1: Earth and Sun Concepts, Grade 3B Module 1: Cycle of Seasons, Module 1: Types of Climate and the Seasons</p>	

2nd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.2.B3	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.3.A1	Describe characteristics of living things that help to identify and classify them.	Describe characteristics of living things that help to identify and classify them. Science Grade 3 2017 Science 3B- Module 5: Characteristics of Life	Identify living and nonliving things GJG Identify plants and animals M5C Identify mammals birds fish reptiles and amphibians VCB Identify vertebrates and invertebrates MHS
3.1.3.A2	Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.	Describe the basic needs of living things and their dependence on light, food, air, water, and shelter. Science Grade 3 2017 Science 3B- Module 2: Interdependence of Man and Nature Science 3A- Module 2: Plant Respiration and Relationships Science 3A- Module 6:Trees and Human Needs Science 3B- Module 1: Investigation in to Root Formation Science 3B- Module 1: Plants and Water Absorption Science 3B- Module 3: Animal Habitats and Weather Science 3B- Module 5: Characteristics of Life Science 3B- Module 6: Biodiversity and Extinction	Identify living and nonliving things GJG Identify plant parts and their functions FX9 How do plants make food? YGQ
3.1.3.A3	Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.		

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.3.A5	Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.	Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection. Science Grade 3 2017 Sceince 3B- Module 2: Basics of Photosynthesis Science 3A- Module 2: Plant Respiration and Relationships Science 3A- Module 6: Types of Trees Science 3A- Module 6:Trees and Human Needs Science 3B- Module 1: Investigation in to Root Formation Science 3B- Module 1: Plants and Water Absorption Science 3B- Module 5: Characteristics of Life Science 3B- Module 5: Life Cycles Science 3B- Module 6: Concepts of Plants: Stems	Identify plant parts and their functions FX9 How do plants make food? YGQ How do flowering plants make new plants? 5M4

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.3.A9	<ul style="list-style-type: none"> • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 		
3.1.3.B1	Understand that plants and animals closely resemble their parents.	Understand that plants and animals closely resemble their parents. Science Grade 3 2017 Science 3B- Module 5: Life Cycles	What affects traits? Use observations to support a hypothesis 9V9 Match offspring to parents using inherited traits SRH Identify inherited and acquired traits R2A Inherited and acquired traits: use evidence to support a statement BGE Read a plant pedigree chart RNY Read an animal pedigree chart WFF

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.3.B5	<p>PATTERNS Identify characteristics that appear in both parents and offspring.</p>	<p>PATTERNS: Identify characteristics that appear in both parents and offspring.</p> <p>Science Grade 3 2017 Science 3B- Module 5: Heredity and Genetics Science 3B- Module 5: Life Cycles</p>	<p>What affects traits? Use observations to support a hypothesis 9V9 Match offspring to parents using inherited traits SRH Identify inherited and acquired traits R2A Inherited and acquired traits: use evidence to support a statement BGE Read a plant pedigree chart RNY Read an animal pedigree chart WFF</p>
3.1.3.B6	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.3.C1	Recognize that plants survive through adaptations, such as stem growth towards light and root growth downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g. hibernation, migration, trees shedding leaves).		
3.1.3.C2	Describe animal characteristics that are necessary for survival.	Describe animal characteristics that are necessary for survival. Science Grade 3 2017 Science 3A- Module 5: Global Climate Zones Science 3A- Module 5: History of Life in Earth Science 3A- Module 6: Characteristics of Terrain on Earth Science 3B- Module 3: Animal Habitats and Weather Science 3B- Module 3: Biomes: Ocean Water Science 3B- Module 3: Classifying Ecosystems: Biomes Science 3B- Module 4: Characteristics of Caves and Cave Animals Science 3B- Module 5: Characteristics of Life Science 3B- Module 5: Characteristics of Vertebrates and Invertebrates Science 3B- Module 6: Animal Camouflage	Benefits of group behavior: North American caribou HXS Benefits of group behavior: African wild dogs M7E Benefits of group behavior: leaf-cutter ants ZM5 Introduction to adaptations N9R Animal adaptations: beaks mouths and necks RV5 Animal adaptations: feet and limbs S6C Animal adaptations: skins and body coverings 8ZN
3.1.3.C3	CONSTANCY AND CHANGE Recognize that fossils provide us with information about living things that inhabited the Earth long ago	CONSTANCY AND CHANGE: Recognize that fossils provide us with information about living things that inhabited the Earth long ago. Science Grade 3 2017 Science 3A- Module 5: History of Life in Earth Science 3B- Module 4: Characteristics of Rocks	Introduction to fossils PR8 Compare fossils to modern organisms JCL Compare ancient and modern organisms: use observations to support a hypothesis 2TL

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.3.C4	Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.		
3.2.3.A1	Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness. Differentiate between the three states of matter, classifying a substance as a solid, liquid, or gas.		
3.2.3.A2	Recognize that all objects and materials in the world are made of matter.	Grade 5A Module 4	
3.2.3.A3	Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.	Grade 5A Module 4	

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.3.A4	Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).	Grade 5A Module 4	
3.2.3.A5	CONSTANCY AND CHANGE Recognize that everything is made of matter.	Grade 5A Module 4	
3.2.3.A6	Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.		
3.2.3.B1	Explain how movement can be described in many ways.	Explain how movement can be described in many ways. Science Grade 3 2017 Science 3B- Module 2: Forces and Movement Science 3B- Module 2: Magnetism	Identify pushes and pulls Z79 How do mass and force affect motion? E8S Compare the speeds of moving objects Z7A

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.3.B2	Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat.		
3.2.3.B3	Explore temperature changes that result from the addition or removal of heat.	Grade 5A Module 4	
3.2.3.B4	Identify and classify objects and materials that are conductors or insulators of electricity. Identify and classify objects and materials as magnetic or non-magnetic.		
3.2.3.B5	Recognize that light travels in a straight line until it strikes an object or travels from one material to another.	Grade 5A Module 5	
3.2.3.B6	ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<p>ENERGY: Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p> <p>Science Grade 3 2017 Sceince 3B- Module 2: Basics of Photosynthesis Science 3A- Module 1: Phases of the Moon Science 3A- Module 2: Plant Respiration and Relationships Science 3A- Module 2: Water Cycle: Evaporation Science 3A- Module 3: Eater Cycle: Precipitation Science 3A- Module 3: The Water Cycle Science 3A- Module 3: Water Cycle: Condensation Science 3A- Module 5: Global Climate Zones Science 3A- Module 5: The Earth and Sun Relationship Science 3B- Module 1: Cycle of Seasons Science 3B- Module 1: Types of Climate and the Seasons</p>	<p>Identify roles in food chains BQY How does matter move in food chains? TC8 Interpret food webs RGZ</p>

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.3.B7	Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.		
3.3.3.A1	Explain and give examples of the ways in which soil is formed.	Grade 5B Module 5	
3.3.3.A2	Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties.		

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.3.A4	Connect the various forms of precipitation to the weather in a particular place and time.	<p>Connect the various forms of precipitation to the weather in a particular place and time.</p> <p>Science Grade 3 2017 Science 3A- Module 3: Eater Cycle: Precipitation Science 3A- Module 3: The Water Cycle Science 3A- Module 4: Lightning and Electricity Science 3A- Module 4: Weather Extremes</p>	
3.3.3.A5	Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.	<p>Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.</p> <p>Science Grade 3 2017 Science 3A- Module 3: Basics of Weather and Weather Patterns Science 3A- Module 4: Cloud Formation II Science 3A- Module 4: Lightning and Electricity Science 3A- Module 4: Weather Extremes</p>	<p>Weather and climate around the world 7Q6 Weather or climate? Cite text XV6</p>

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.3.A7	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		
3.3.3.B1	<p>Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month.</p>		

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.3.B3	Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.		
3.4.3.A1	Identify how the natural made world and the human made world are different.		
3.4.3.A2	Identify that some systems are found in nature and some systems are made by humans.		
3.4.3.A3	Identify how the study of technology uses many of the same ideas and skills as many other subjects.		

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.3.B1	Describe how using technology can be good or bad.	Describe how using technology can be good or bad. Science Grade 3 2017 Science 3A- Module 1: Devices to Tell Time Science 3B- Module 6: Biodiversity and Extinction	
3.4.3.B2	Explain how materials are re-used or recycled.	Explain how materials are reused or recycled. Science Grade 3 2017 Science 3B- Module 2: Interdependence of Man and Nature Science 3B- Module 6: Plants and Animals: Extinction	
3.4.3.B3	Identify and define products made to meet individual needs versus wants.		
3.4.3.B4	Illustrate how people have made tools to provide food, clothing, and shelter.	Illustrate how people have made tools to provide food, clothing, and shelter. Science Grade 3 2017 Science 3B- Module 2: Forces and Movement Science 3B- Module 2: Magnetism Science 3A- Module 1: Devices to Tell Time Science 3A- Module 3: Basics of Weather and Weather Patterns Science 3A- Module 4: Lightning and Electricity Science 3A- Module 4: Weather Extremes Science 3B- Module 5: Heredity and Genetics	

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.3.C1	Recognize design is a creative process and everyone can design solutions to problems.	<p>Recognize design is a creative process and everyone can design solutions to problems.</p> <p>Science Grade 3 2017 Science 3B- Module 2: Magnetism Science 3A- Module 1: Devices to Tell Time Science 3A- Module 3: Basics of Weather and Weather Patterns Science 3B- Module 5: Characteristics of Life Science 3B- Module 5: Characteristics of Vertebrates and Invertebrates</p>	<p>Evaluate multiple design solutions to prevent flooding LYN Identify the best design solution to prevent hurricane damage 3X9</p>
3.4.3.C2	Explain why the design process requires creativity and consideration of all ideas.	<p>Explain why the design process requires creativity and consideration of all ideas.</p> <p>Science Grade 3 2017 Science 3B- Module 2: Magnetism Science 3A- Module 1: Devices to Tell Time Science 3A- Module 3: Basics of Weather and Weather Patterns Science 3B- Module 5: Characteristics of Life Science 3B- Module 5: Characteristics of Vertebrates and Invertebrates</p>	
3.4.3.C3	Recognize that all products and systems are subject to failure; many products and systems can be fixed.	Grade 5A Module 5 Light Part 1	

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.3.D1	Identify people's needs and wants and define some problems that can be solved through the design process.	Identify people's needs and wants and define some problems that can be solved through the design process. Science Grade 3 2017 Science 3B- Module 2: Magnetism Science 3A- Module 1: Devices to Tell Time Science 3A- Module 3: Basics of Weather and Weather Patterns Science 3B- Module 5: Characteristics of Life Science 3B- Module 5: Characteristics of Vertebrates and Invertebrates	
3.4.3.D2	Observe, analyze and document how simple systems work.		
3.4.3.D3	Collect information about everyday products and systems by asking questions.		
3.4.3.E1	Identify the technologies that support and improve quality of life.	Identify the technologies that support and improve quality of life. Science Grade 3 2017 Science 3B- Module 2: Forces and Movement Science 3B- Module 2: Magnetism Science 3A- Module 1: Devices to Tell Time Science 3A- Module 3: Basics of Weather and Weather Patterns Science 3A- Module 4: Lightning and Electricity Science 3A- Module 4: Weather Extremes Science 3B- Module 5: Heredity and Genetics	

3rd Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.3.E2	Identify some processes used in agriculture that require different procedures, products, or systems.	Identify some processes used in agriculture that require different procedures, products, or systems. Science Grade 3 2017 Science 3A- Module 2: Plant Respiration and Relationships Science 3A- Module 6: Characteristics of Terrain on Earth	
3.4.3.E3	Recognize that tools, machines, products, and systems use energy in order to do work.	Recognize that tools, machines, products, and systems use energy in order to do work. Science Grade 3 2017 Science 3B- Module 2: Forces and Movement	
3.4.3.E4	Recognize that information and communication technology is the transfer of messages among people and/or machines over distances through the use of technology.	Recognize that information and communication technology is the transfer of messages among people and/or machines over distances through the use of technology. Science Grade 3 2017 Science 3B- Module 2: Magnetism	
3.4.3.E5	Understand that transportation has many parts that work together to help people travel.	Grade 5A Module 4: Force	
3.4.3.E6	Explain how manufacturing systems design and produce products in quantity.		
3.4.3.E7	Recognize that people live, work, and go to school in buildings which are different types of structures.		

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.A1	Classify plants and animals according to the physical characteristics that they share.	Classify plants and animals according to the physical characteristics that they share. Science Grade 4 2017 Science 4A- Using Scientific Methods: Marine Life Science 4B- Module 4: Classifying Animals and Plants	Identify living and nonliving things XLC Identify mammals birds fish reptiles and amphibians 7MA Identify vertebrates and invertebrates ADG Use evidence to classify mammals birds fish reptiles and amphibians SME Use evidence to classify animals NUA Describe classify and compare kingdoms PUX
3.1.4.A2	Describe the different resources that plants and animals need to live.	Describe the different resources that plants and animals need to live. Science Grade 4 2017 Science 4B- Module 3: Characteristics of Life Science 4B- Module 4: Plant Systems	Identify plant parts and their functions BSM How do plants make food? B9H Identify flower parts and their functions 6A4
3.1.4.A3	Identify differences in the life cycles of plants and animals.	Identify differences in the life cycles of plants and animals. Science Grade 4 2017 Science 4B- Module 4: Plant Systems Science 4B- Module 5: Life Cycles	Read and construct animal life cycle diagrams 7AX Compare animal life cycles MXP Describe and construct flowering plant life cycles 7DH Describe and construct conifer life cycles 8VZ

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.A5	Describe common functions living things share to help them function in a specific environment.	Describe common functions living things share to help them function in a specific environment. Science Grade 4 2017 Science 4B- Module 3: Animal and Plant Cells Science 4B- Module 3: Characteristics of Life	Animal adaptations: beaks mouths and necks YU6 Animal adaptations: feet and limbs GNY Animal adaptations: skins and body coverings L5N
3.1.4.A8	MODELS Construct and interpret models and diagrams of various animal and plant life cycles.	(MODELS) Construct and interpret models and diagrams of various animal and plant life cycles. Science Grade 4 2017 Science 4B- Module 4: Plant Systems Science 4B- Module 5: Life Cycles	Read and construct animal life cycle diagrams 7AX Compare animal life cycles MXP Describe and construct flowering plant life cycles 7DH Describe and construct conifer life cycles 8VZ

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.A9	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.B1	Describe features that are observable in both parents and their offspring.	Describe features that are observable in both parents and their offspring. Science Grade 4 2017 Science 4B- Module 5: Life Cycles	Introduction to adaptations 7GM What affects traits? Use observations to support a hypothesis 93A Match offspring to parents using inherited traits RGD Identify inherited and acquired traits 9YK Inherited and acquired traits: use evidence to support a statement 8UB Read a plant pedigree chart 9QE Read an animal pedigree chart PKS
3.1.4.B2	Recognize that reproduction is necessary for the continuation of life.	Recognize that reproduction is necessary for the continuation of life. Science Grade 4 2017 Science 4B- Module 3: Characteristics of Life Science 4B- Module 4: Plant Systems Science 4B- Module 5: Life Cycles	Read and construct animal life cycle diagrams 7AX Compare animal life cycles MXP
3.1.4.B5	PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals.		

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.B6	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		
3.1.4.C1	<p>Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers. Describe how environmental changes can cause extinction in plants and animals.</p>		

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.C2	Describe plant and animal adaptations that are important to survival.	Describe plant and animal adaptations that are important to survival. Science Grade 4 2017 Science 4A- Using Scientific Methods: Ocean Features Science 4B- Module 1: Sound Science 4B- Module 3: Characteristics of Life Science 4B- Module 3: History of Life on Earth Science 4B- Module 4: Plant Systems Science 4B- Module 5: Natural Responses Science 4B- Module 6: Biodiversity & Extinction Science 4B- Module 6: Humans & The Environment Science 4B- Module 6: The Web of Life	Introduction to adaptations 7GM Animal adaptations: beaks mouths and necks YU6 Animal adaptations: feet and limbs GNY Animal adaptations: skins and body coverings L5N
3.1.4.C3	CONSTANCY AND CHANGE Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences.	(CONSTANCY AND CHANGE) Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences. Science Grade 4 2017 Science 4B- Module 3: History of Life on Earth	Compare fossils to modern organisms FPB Compare ancient and modern organisms: use observations to support a hypothesis E86 Interpret evidence from fossils in rock layers FAF

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.4.C4	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		
3.2.4.A1	<p>Identify and classify objects based on their observable and measurable physical properties. Compare and contrast solids, liquids, and gases based on their properties.</p>		<p>Classify rocks and minerals by color shape and texture CTS Compare properties of objects DGU Compare properties of materials RJ6 Identify and sort solids liquids and gases HZ8 Identify and sort solids liquids and gases HZ8</p>

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.4.A2	Demonstrate that materials are composed of parts that are too small to be seen without magnification.		Interpret ball-and-stick models R7R
3.2.4.A3	Demonstrate the conservation of mass during physical changes such as melting or freezing.	Demonstrate the conservation of mass during physical changes such as melting or freezing. Science Grade 4 2017 Science 4A- Measurements and Instruments: Conservation of Mass	Understand conservation of matter using graphs NFS
3.2.4.A4	Recognize that combining two or more substances may make new materials with different properties.	Recognize that combining two or more substances may make new materials with different properties. Science Grade 4 2017 Science 4A- Building Blocks of Matter: Mixtures and Compounds Science 4A- Building Blocks of Matter: Solutions	Identify physical and chemical changes 2LN Compare physical and chemical changes BY8 Identify mixtures V2K
3.2.4.A5	MODELS Use models to demonstrate the physical change as water goes from liquid to ice and from liquid to vapor.	(MODELS) Use models to demonstrate the physical change as water goes from liquid to ice and from liquid to vapor. Science Grade 4 2017 Science 4A- Building Blocks of Matter: Building Blocks Science 4A- Building Blocks of Matter: Mixtures and Compounds Science 4A- Building Blocks of Matter: Periodic Table Science 4A- Measurements and Instruments: States of Matter Science 4A- Measurements and Instruments: Three Categories of Matter Science 4B- Module 1: Heat and Temperature	Change-of-state diagrams: solid liquid and gas TLH Heating cooling and changes of state DTT

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.4.A6	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		
3.2.4.B1	<p>Explain how an object's change in motion can be observed and measured.</p>	<p>Explain how an object's change in motion can be observed and measured.</p> <p>Science Grade 4 2017 Science 4A- Building Blocks of Matter: Forces and Movement Science 4A- Building Blocks of Matter: Friction Science 4A- Building Blocks of Matter: Motion Science 4B- Module 2: Magnetism</p>	<p>How do balanced and unbalanced forces affect motion? TNS</p>

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.4.B2	Identify types of energy and their ability to be stored and changed from one form to another.	Identify types of energy and their ability to be stored and changed from one form to another. Science Grade 4 2017 Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Light Science 4B- Module 2: Electricity Science 4B- Module 2: Magnetism	
3.2.4.B3	Understand that objects that emit light often emit heat.	Understand that objects that emit light often emit heat. Science Grade 4 2017 Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Light	
3.2.4.B4	Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits. Compare and contrast series and parallel circuits. Demonstrate that magnets have poles that repel and attract each other.		Identify magnets that attract or repel RBM Label magnets that attract or repel TAY Compare strengths of magnetic forces ZCE
3.2.4.B5	Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object.		
3.2.4.B6	ENERGY Give examples of how energy can be transformed from one form to another.	(ENERGY) Give examples of how energy can be transformed from one form to another. Science Grade 4 2017 Science 4B- Module 2: Electricity Science 4B- Module 2: Magnetism	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.4.B7	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		
3.3.4.A1	<p>Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.</p>		<p>Classify changes to Earth's surface I XLT Classify changes to Earth's surface II 2DN Find evidence of changes to Earth's surface TY2</p>

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.4.A2	Identify basic properties and uses of Earth's materials including rocks, soils, water, and gases of the atmosphere.	<p>Identify basic properties and uses of Earth's materials including rocks, soils, water, and gases of the atmosphere.</p> <p>Science Grade 4 2017 Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Galaxies and Stars: Natural Resources Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- Measurements and Instruments: Three Categories of Matter Science 4A- The Atmosphere and Air: Characteristics of Air Science 4A- The Atmosphere and Air: Types of Weather and Clouds Science 4A- The Atmosphere and Air: Understanding Climate Science 4A- Using Scientific Methods: Living on Planet Earth Science 4B- Module 6: Humans & The Environment</p>	<p>Water on Earth LVZ Identify minerals using properties 3X8 Identify rocks using properties 3L8 How do sedimentary rocks form? B52 Classify rocks as igneous sedimentary or metamorphic 2UN How do rock layers form? 86U</p>
3.3.4.A3	Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.	<p>Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.</p> <p>Science Grade 4 2017 Science 4B- Module 3: History of Life on Earth</p>	<p>Introduction to fossils DGV Identify and classify fossils UGF Compare fossils to modern organisms FPB Compare ancient and modern organisms: use observations to support a hypothesis E86 Interpret evidence from fossils in rock layers FAF</p>
3.3.4.A4	Recognize Earth's different water resources, including both fresh and saltwater. Describe phase changes in the forms of water on Earth.		<p>Water on Earth LVZ Describe and graph water on Earth A2S</p>

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.4.A5	Describe basic weather elements. Identify weather patterns over time.		Read a thermometer FND Compare temperatures on thermometers GY7 Collect and graph temperature data UDY Whats the difference between weather and climate?DU6 Weather and climate around the world NW8 Weather or climate? Cite text YQM Use climate data to make predictions 5Y4 Use data to describe climates FVS
3.3.4.A6	MODELS/SCALE Identify basic landforms using models and simple maps. CONSTANCY/ CHANGE Identify simple changes in the earth system as air, water, soil and rock interact. SCALE Explain how basic weather elements are measured.		Read a topographic map CGV Select parts of a topographic map BYG Classify changes to Earths surface I XLT Classify changes to Earths surface II 2DN Find evidence of changes to Earths surface TY2 Read a thermometer FND Compare temperatures on thermometers GY7 Collect and graph temperature data UDY

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.4.A7	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		
3.3.4.B1	<p>Identify planets in our solar system and their basic characteristics. Describe the earth’s place in the solar system that includes the sun (a star), planets, and many moons. Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.</p>		

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.4.B2	<p>SCALES Know the basic characteristics and uses of telescopes. PATTERNS/PHASES Identify major lunar phases. PATTERNS Explain time (days, seasons) using solar system motions.</p>		
3.3.4.B3	<p>Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</p>		

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.A1	Understand that tools, materials, and skills are used to make things and carry out tasks.	Understand that tools, materials, and skills are used to make things and carry out tasks. Science Grade 4 2017 Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Freshwater on Earth: Rapid Changes on Earth Science 4A- Galaxies and Stars: Conservation Science 4A- Galaxies and Stars: Inner and Outer Planets Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- Galaxies and Stars: The Inner and Planets and Space Objects Science 4A- Galaxies and Stars: The Sun and Other Stars Science 4A- Galaxies and Stars: The Universe Science 4A- Galaxies and Stars: The oUter Planets Science 4A- Measurements and Instruments: Science Instruments Science 4A- The Atmosphere and Air: Characteristics of Air Science 4A- The Atmosphere and Air: Weather Science 4A- Using Scientific Methods: Marine Life Science 4A- Using Scientific Methods: Ocean Features Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Sound Science 4B- Module 2: Electricity Science 4B- Module 2: Magnetism	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.A2	Understand that systems have parts and components that work together.	Understand that systems have parts and components that work together. Science Grade 4 2017 Science 4A- Galaxies and Stars: The Universe Science 4A- Measurements and Instruments: Measuring Temperature Science 4A- Measurements and Instruments: Properties of Matter Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Light Science 4B- Module 1: Sound Science 4B- Module 2: Electricity Science 4B- Module 2: Science & Technology	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.A3	Describe how various relationships exist between technology and other fields.	Describe how various relationships exist between technology and other fields. Science Grade 4 2017 Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Freshwater on Earth: Rapid Changes on Earth Science 4A- Galaxies and Stars: Conservation Science 4A- Galaxies and Stars: Inner and Outer Planets Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- Galaxies and Stars: The Inner and Planets and Space Objects Science 4A- Galaxies and Stars: The Sun and Other Stars Science 4A- Galaxies and Stars: The Universe Science 4A- Galaxies and Stars: The oUter Planets Science 4A- Measurements and Instruments: Science Instruments Science 4A- The Atmosphere and Air: Characteristics of Air Science 4A- The Atmosphere and Air: Weather Science 4A- Using Scientific Methods: Marine Life Science 4A- Using Scientific Methods: Ocean Features Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Sound Science 4B- Module 2: Electricity Science 4B- Module 2: Magnetism Science 4B- Module 2: Science	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.B1	Describe how technology affects humans in various ways.	Describe how technology affects humans in various ways. Science Grade 4 2017 Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Freshwater on Earth: Rapid Changes on Earth Science 4A- Galaxies and Stars: Conservation Science 4A- Galaxies and Stars: Inner and Outer Planets Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- Galaxies and Stars: The Inner and Planets and Space Objects Science 4A- Galaxies and Stars: The Sun and Other Stars Science 4A- Galaxies and Stars: The Universe Science 4A- Galaxies and Stars: The oUter Planets Science 4A- Measurements and Instruments: Science Instruments Science 4A- The Atmosphere and Air: Characteristics of Air Science 4A- The Atmosphere and Air: Weather Science 4A- Using Scientific Methods: Marine Life Science 4A- Using Scientific Methods: Ocean Features Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Sound Science 4B- Module 2: Electricity Science 4B- Module 2: Magnetism Science 4B- Module 2: Science & Technology	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.B2	Explain how the use of technology affects the environment in good and bad ways.	<p>Explain how the use of technology affects the environment in good and bad ways.</p> <p>Science Grade 4 2017 Science 4A- Freshwater on Earth: Erosion Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Galaxies and Stars: Conservation Science 4A- Galaxies and Stars: Natural Resources Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- The Atmosphere and Air: Human Effects on Climate Science 4B- Module 6: Humans & The Environment</p>	
3.4.4.B3	Explain why new technologies are developed and old ones are improved in terms of needs and wants.	<p>Explain why new technologies are developed and old ones are improved in terms of needs and wants.</p> <p>Science Grade 4 2017 Science 4A- Galaxies and Stars: Conservation Science 4A- The Atmosphere and Air: Observing Weather Science 4B- Module 2: Electricity Science 4B- Module 2: Science & Technology Science 4B- Module 5: Human Nutrition & Health</p>	
3.4.4.B4	Describe how the history of civilization is linked closely to technological development.	<p>Describe how the history of civilization is linked closely to technological development.</p> <p>Science Grade 4 2017 Science 4A- Galaxies and Stars: The Universe Science 4A- The Atmosphere and Air: Observing Weather Science 4B- Module 2: Magnetism Science 4B- Module 2: Science & Technology</p>	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.C1	Understand that there is no perfect design.	Understand that there is no perfect design. Science Grade 4 2017 Science 4A- Measurements and Instruments: Measuring Length Science 4A- Measurements and Instruments: Measuring Temperature Science 4A- Measurements and Instruments: Properties of Matter	
3.4.4.C2	Describe the engineering design process: Define a problem. Generate ideas. Select a solution and test it. Make the item. Evaluate the item. Communicate the solution with others. Present the results		Identify the best design solution to prevent hurricane damage R9W Evaluate multiple design solutions to prevent flooding G5K
3.4.4.C3	Explain how asking questions and making observations help a person understand how things work and can be repaired.		
3.4.4.D1	Investigate how things are made and how they can be improved.	Investigate how things are made and how they can be improved. Science Grade 4 2017 Science 4A- Galaxies and Stars: The Universe Science 4A- Measurements and Instruments: Measuring Temperature Science 4A- Measurements and Instruments: Properties of Matter Science 4B- Module 1: Heat and Temperature Science 4B- Module 1: Light Science 4B- Module 1: Sound Science 4B- Module 2: Science & Technology	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.D2	Recognize and use everyday symbols (e.g. icons, simple electrical symbols measurement) to communicate key ideas. Identify and use simple hand tools (e.g., hammer, scale) correctly and safely.		Read a thermometer FND Compare temperatures on thermometers GY7 Collect and graph temperature data UDY
3.4.4.D3	Investigate and assess the influence of a specific technology or system on the individual, family, community, and environment.	Investigate and assess the influence of a specific technology or system on the individual, family, community, and environment. Science Grade 4 2017 Science 4A- Freshwater on Earth: Erosion Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Freshwater on Earth: Rapid Changes on Earth Science 4A- Galaxies and Stars: Conservation Science 4A- Galaxies and Stars: Inner and Outer Planets Science 4A- Galaxies and Stars: Natural Resources Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- Galaxies and Stars: The Inner and Planets and Space Objects Science 4A- Galaxies and Stars: The Sun and Other Stars Science 4A- Galaxies and Stars: The Universe Science 4A- Galaxies and Stars: The oUter Planets Science 4A- Measurements and Instruments: Science Instruments Science 4A- The Atmosphere and Air: Characteristics of Air Science 4A- The Atmosphere and Air: Human Effects on Climate Science 4A- The Atmosphere and Air: Weather Science 4A- Using Scientific Methods: Marine Life	

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.E1	Identify tools and devices that have been designed to provide information about a healthy lifestyle.	Identify tools and devices that have been designed to provide information about a healthy lifestyle. Science Grade 4 2017 Science 4A- Measurements and Instruments: Science Instruments Science 4A- Using Scientific Methods: Marine Life	
3.4.4.E2	Identify the technologies in agriculture that make it possible for food to be available year round.	Identify the technologies in agriculture that make it possible for food to be available year round. Science Grade 4 2017 Science 4A- Galaxies and Stars: Conservation	
3.4.4.E3	Identify types of energy and the importance of energy conservation.	Identify types of energy and the importance of energy conservation. Science Grade 4 2017 Science 4A- Freshwater on Earth: Deposition Science 4A- Freshwater on Earth: Freshwater on earth Science 4A- Galaxies and Stars: Conservation Science 4A- Galaxies and Stars: Natural Resources Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4A- The Atmosphere and Air: Human Effects on Climate Science 4B- Module 1: Heat and Temperature Science 4B- Module 2: Electricity Science 4B- Module 2: Science & Technology Science 4B- Module 6: Humans & The Environment	Evaluate natural energy sources BNC

4th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.4.E4	Explain how information and communication systems allow information to be transferred from human to human.	Explain how information and communication systems allow information to be transferred from human to human. Science Grade 4 2017 Science 4A- Measurements and Instruments: Science Instruments Science 4B- Module 2: Electricity Science 4B- Module 2: Science & Technology	
3.4.4.E5	Recognize that a transportation system has many parts that work together to help people travel and to move goods from place to place.	Recognize that a transportation system has many parts that work together to help people travel and to move goods from place to place. Science Grade 4 2017 Science 4A- Galaxies and Stars: Renewable and Nonrenewable Science 4B- Module 2: Science & Technology	
3.4.4.E6	Identify key aspects of manufacturing processes (designing products, gathering resources and using tools to separate, form and combine materials in order to produce products).	Identify key aspects of manufacturing processes (designing products, gathering resources and using tools to separate, form and combine materials in order to produce products). Science Grade 4 2017 Science 4A- Galaxies and Stars: Natural Resources	
3.4.4.E7	Understand that structures rest on foundations and that some structures are temporary, while others are permanent.		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.5.A2	Describe how life on earth depends on energy from the sun.	Describe how life on earth depends on energy from the sun. Science Grade 5 2017 Science 5A- Module 6: Deer Cave Science 5A- Module 6: Ecosystems Science 5A- Module 6: Energy Consumers Science 5A- Module 6: Flow of Energy Science 5A- Module 6: Food Chains and Food Webs Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6: Phytoplankton Science 5A- Module 6: Renewable Resources Science 5B- Module 1: Arctic Tundra Ecosystems Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ecosystem: Forest Science 5B- Module 1: Ecosystems Science 5B- Module 1: Ethiopoan Highlands Science 5B- Module 1: Forest Ecosystems Science 5B- Module 1: Taiga Science 5B- Module 1: Temperate Broadleaf Forest Science 5B- Module 1: Temperate Coniferous Forest Science 5B- Module 1: Tundra Animals Science 5B- Module 1: Tundra Plants Science 5B- Module 2: Ecosystems: Energy Flow Science 5B- Module 2: Ecosystems: Tropical Rainforest Science 5B- Module 2: Energy Flow in Marine Life Science 5B- Module 2: Marine Ecosystem	How do plants make food? BZ5 How does matter move in food chains? FDN

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.5.A3	Compare and contrast the similarities and differences in life cycles of different organisms.	Compare and contrast the similarities and differences in life cycles of different organisms. Science Grade 5 2017 Science 5B- Module 1: Arctic Tundra Ecosystems Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ethiopoan Highlands Science 5B- Module 1: Taiga Science 5B- Module 1: Temperate Broadleaf Forest Science 5B- Module 1: Temperate Coniferous Forest Science 5B- Module 1: Tundra Animals Science 5B- Module 2: Ecosystems: Tropical Rainforest Science 5B- Module 2: Tall grass Prairie Science 5B- Module 2: The Rainforest Ecosystem Science 5B- Module 3: Ferns, Conifers, ad Flowering Plants Science 5B- Module 3: Green Algae and Bryophytes Science 5B- Module 4: Seeds Science 5B- Module 6: Cell Division Science 5B- Module 6: Investigations and Conclusions Science 5B- Module 6: The Scientific Process	Read and construct animal life cycle diagrams YFE Compare animal life cycles TRB Flowering plant and conifer life cycles HBF Moss and fern life cycles KGK
3.1.5.A5	Explain the concept of a cell as the basic unit of life. Compare and contrast plant and animal cells.		Identify functions of plant cell parts 89V Animal and plant cell diagrams: identify parts FR5 Cell part functions: true or false BLB Identify functions of animal cell parts AGJ Plant cell diagrams: label parts SE7 Animal cell diagrams: label parts ZDG Compare cells and cell parts NZE

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.5.A9	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. &nbsp;Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		
3.1.5.B1	<p>Differentiate between inherited and acquired characteristics of plants and animals.</p>	<p>Differentiate between inherited and acquired characteristics of plants and animals.</p> <p>Science Grade 5 2017 Science 5B- Module 6: Investigations and Conclusions Science 5B- Module 6: The Scientific Process</p>	<p>Identify inherited and acquired traits SVZ Inherited and acquired traits: use evidence to support a statement 5Y3</p>

5th Grade Science Alignment

PA Core			
Standard	PA Description	Course Location	Location (IXL)
3.1.5.B6	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.5.C1	Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment.	Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Science Grade 5 2017 Science 5A- Module 2: Seasons Science 5A- Module 3: Autumn Science 5A- Module 3: Spring Science 5A- Module 3: Summer Science 5A- Module 4: Properties of Matter Science 5A- Module 6: Deer Cave Science 5A- Module 6: Ecosystems Science 5A- Module 6: Energy Consumers Science 5B- Module 1: Andes and Rockies Ecosystems Science 5B- Module 1: Arctic Tundra Ecosystems Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ecosystem: Forest Science 5B- Module 1: Ecosystems Science 5B- Module 1: Ethiopoan Highlands Science 5B- Module 1: Forest Ecosystems Science 5B- Module 1: Taiga Science 5B- Module 1: Temperate Broadleaf Forest Science 5B- Module 1: Temperate Coniferous Forest Science 5B- Module 1: The Himalayas Ecosystems Science 5B- Module 1: Tundra Animals Science 5B- Module 1: Tundra Plants Science 5B- Module 2:	How can animal behaviors affect reproductive success? Identify evidence to support a claim SJT
3.1.5.C2	Give examples of how inherited characteristics (e.g., shape of beak, length of neck, location of eyes, shape of teeth) may change over time as adaptations to changes in the environment that enable organisms to survive.		Introduction to natural selection UFB Construct explanations of natural selection VE6

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.5.C4	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		
3.2.5.A1	<p>Describe how water can be changed from one state to another by adding or taking away heat.</p>	<p>Describe how water can be changed from one state to another by adding or taking away heat.</p> <p>Science Grade 5 2017 Science 5A- Module 4: Building Blocks Science 5A- Module 4: Mixtures and Compounds</p>	<p>Change-of-state diagrams: melting freezing vaporizing and condensing FBL Change-of-state diagrams: melting freezing vaporizing condensing and sublimating SU5 Heating cooling and changes of state MVR</p>

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.5.A6	Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.		
3.2.5.B1	Explain how mass of an object resists change to motion.	<p>Explain how mass of an object resists change to motion.</p> <p>Science Grade 5 2017 Science 5A- Module 1: Gravity & Orbits Science 5A- Module 4: Conservation of Mass Science 5A- Module 4: Forces, Motion, and Speed Science 5A- Module 4: Gravity, Mass and Weight Science 5A- Module 4: Laws of Motion Science 5A- Module 4: Motion and Forces Science 5A- Module 4: Properties of Matter</p>	<p>How do balanced and unbalanced forces affect motion? APR</p> <p>How does mass affect force and acceleration? 2TY</p>

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.5.B2	Examine how energy can be transferred from one form to another.	Examine how energy can be transferred from one form to another. Science Grade 5 2017 Science 5A- Module 5: Intro to Sound Science 5A- Module 5: Traveling Sound Science 5B- Module 2: Ecosystems: Tropical Rainforest Science 5B- Module 2: The Rainforest Ecosystem	Explore energy transformations: roller coaster ride 3F7 Explore energy transformations: bike ride B8D
3.2.5.B3	Demonstrate how heat energy is usually a byproduct of an energy transformation.		
3.2.5.B4	Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made and used.		
3.2.5.B5	Compare the characteristics of sound as it is transmitted through different materials. Relate the rate of vibration to the pitch of the sound.		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.5.B7	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		
3.3.5.A1	<p>Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</p>	<p>Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</p> <p>Science Grade 5 2017 Science 5A- Module 3: Freshwater on Earth Science 5A- Module 3: Living on Planet Earth Science 5B- Module 1: Andes and Rockies Ecosystems Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ethiopaoan Highlands Science 5B- Module 1: The Himalayas Ecosystems Science 5B- Module 5: Soil Life</p>	<p>Classify changes to Earths surface I XLT Classify changes to Earths surface II 2DN Find evidence of changes to Earths surface TY2</p>

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.5.A2	Describe the usefulness of Earth's physical resources as raw materials for the human made world.	Describe the usefulness of Earth's physical resources as raw materials for the human made world. Science Grade 5 2017 Science 5A- Module 3: Freshwater on Earth Science 5A- Module 3: Living on Planet Earth Science 5A- Module 4: Mixtures and Compounds Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6: Renewable Resources Science 5B- Module 2: North Atlantic and Coral reef	Evaluate natural energy sources ZVP
3.3.5.A3	Explain how geological processes observed today such as erosion, movement of lithospheric plates, and changes in the composition of the atmosphere are similar to those in the past.		Describe tectonic plate boundaries around the world PS7
3.3.5.A4	Explain the basic components of the water cycle.	Explain the basic components of the water cycle. Science Grade 5 2017 Science 5A- Module 3: Freshwater on Earth	Label parts of water cycle diagrams FG2 Select parts of water cycle diagrams BND
3.3.5.A5	Differentiate between weather and climate. Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate		Whats the difference between weather and climate? 6DQ Weather and climate around the world PJE Weather or climate? Cite text 6SX

5th Grade Science Alignment

PA Core			
Standard	PA Description	Course Location	Location (IXL)
3.3.5.A7	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

5th Grade Science Alignment

PA Core			
Standard	PA Description	Course Location	Location (IXL)
3.3.5.B1	Provide evidence that the earth revolves around (orbits) the sun in a year's time and that the earth rotates on its axis once approximately every 24 hours.	Provide evidence that the earth revolves around (orbits) the sun in a year's time and that the earth rotates on its axis once approximately every 24 hours. Science Grade 5 2017 Science 5A- Module 1: Earth, Mars, Jupiter and Saturn Science 5A- Module 1: Intro to the Solar System Science 5A- Module 1: Milky Way Science 5A- Module 1: Planet Orbits & Gravity Science 5A- Module 2: Intro to the Sun Science 5A- Module 2: Rotation and Revolution Science 5A- Module 2: Seasons Science 5A- Module 3: Autumn Science 5A- Module 3: Earth's Tilt and the Seasons Science 5A- Module 3: Night and Day Science 5A- Module 3: Spring Science 5A- Module 3: Summer	

5th Grade Science Alignment

PA Core			
Standard	PA Description	Course Location	Location (IXL)
3.3.5.B3	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.A1	Explain how people use tools and techniques to help them do things.	Explain how people use tools and techniques to help them do things. Science Grade 5 2017 Science 5A- Module 1: Comets Science 5A- Module 1: Earth, Mars, Jupiter and Saturn Science 5A- Module 1: Meteoroids Science 5A- Module 1: Uranus, Neptune and Dwarf Planets Science 5A- Module 2: Birth of Stars Science 5A- Module 2: Life Cycle of Stars Science 5A- Module 4: Force Science 5A- Module 4: Forces, Motion, and Speed Science 5A- Module 5: Intro to Sound Science 5A- Module 5: Light Part 1 Science 5A- Module 5: Pitch and Loudness Science 5A- Module 5: Reflection of Light Science 5A- Module 5: Refraction of Light Science 5A- Module 5: Sound Part 1 Science 5A- Module 5: Traveling Sound Science 5A- Module 5: Light and Color Science 5A- Module 6: Ecosystems Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6: Renewable Resources Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ecosystems Science 5B- Module 2: Ecosystems: Tropical Rainforest Science 5B- Module 2: The Rainforest Ecosystem	Identify steps of the scientific method VYB Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.5.A2	Understand that a subsystem is a system that operates as part of a larger system.		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.A3	Describe how technologies are often combined.	Describe how technologies are often combined. Science Grade 5 2017 Science 5A- Module 1: Comets Science 5A- Module 1: Earth, Mars, Jupiter and Saturn Science 5A- Module 1: Meteoroids Science 5A- Module 1: Uranus, Neptune and Dwarf Planets Science 5A- Module 2: Birth of Stars Science 5A- Module 2: Life Cycle of Stars Science 5A- Module 4: Force Science 5A- Module 4: Forces, Motion, and Speed Science 5A- Module 5: Intro to Sound Science 5A- Module 5: Light Part 1 Science 5A- Module 5: Pitch and Loudness Science 5A- Module 5: Reflection of Light Science 5A- Module 5: Refraction of Light Science 5A- Module 5: Sound Part 1 Science 5A- Module 5: Traveling Sound Science 5A- Module 5: Light and Color Science 5A- Module 6: Ecosystems Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6: Renewable Resources Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ecosystems Science 5B- Module 2: Ecosystems: Tropical Rainforest Science 5B- Module 2: The Rainforest Ecosystem	Identify parts of the engineering-design process HVS Explore the engineering-design process: going to the Moon! ZFL

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.B1	Explain how the use of technology can have unintended consequences.	<p>Explain how the use of technology can have unintended consequences.</p> <p>Science Grade 5 2017</p> <p>Science 5A- Module 1: Comets</p> <p>Science 5A- Module 1: Earth, Mars, Jupiter and Saturn</p> <p>Science 5A- Module 1: Meteoroids</p> <p>Science 5A- Module 1: Uranus, Neptune and Dwarf Planets</p> <p>Science 5A- Module 2: Birth of Stars</p> <p>Science 5A- Module 2: Life Cycle of Stars</p> <p>Science 5A- Module 3: Freshwater on Earth</p> <p>Science 5A- Module 4: Force</p> <p>Science 5A- Module 4: Forces, Motion, and Speed</p> <p>Science 5A- Module 5: Intro to Sound</p> <p>Science 5A- Module 5: Light Part 1</p> <p>Science 5A- Module 5: Pitch and Loudness</p> <p>Science 5A- Module 5: Reflection of Light</p> <p>Science 5A- Module 5: Refraction of Light</p> <p>Science 5A- Module 5: Sound Part 1</p> <p>Science 5A- Module 5: Traveling Sound</p> <p>Science 5A- Module 5:Light and Color</p> <p>Science 5A- Module 6: Ecosystems</p> <p>Science 5A- Module 6: Nonrenewable Resources</p> <p>Science 5A- Module 6: Renewable Resources</p> <p>Science 5B- Module 1: Ecosystem Review</p> <p>Science 5B- Module 1: Ecosystems</p> <p>Science 5B- Module 2: Ecosystems: Tropical Rainforest</p> <p>Science 5B-</p>	Science literacy: how can a community protect sea turtles? MWJ
3.4.5.B2	Describe how waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.	<p>Describe how waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.</p> <p>Science Grade 5 2017</p> <p>Science 5A- Module 6: Nonrenewable Resources</p>	
3.4.5.B3	Describe how community concerns support or limit technological developments.		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.B4	Identify how the way people live and work has changed history in terms of technology.	Identify how the way people live and work has changed history in terms of technology. Science Grade 5 2017 Science 5A- Module 5: Light Part 1	
3.4.5.C1	Explain how the design process is a purposeful method of planning practical solutions to problems.		Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.5.C2	Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.		Identify parts of the engineering-design process HVS Explore the engineering-design process: going to the Moon! ZFL
3.4.5.C3	Identify how invention and innovation are creative ways to turn ideas into real things.	Identify how invention and innovation are creative ways to turn ideas into real things. Science Grade 5 2017 Science 5A- Module 5: Light Part 1	Identify parts of the engineering-design process HVS Explore the engineering-design process: going to the Moon ZFL
3.4.5.D1	Identify ways to improve a design solution.		Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.5.D2	Use information provided in manuals, protocols, or by experienced people to see and understand how things work.		

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.D3	Determine if the human use of a product or system creates positive or negative results.	Determine if the human use of a product or system creates positive or negative results. Science Grade 5 2017 Science 5A- Module 1: Comets Science 5A- Module 1: Earth, Mars, Jupiter and Saturn Science 5A- Module 1: Meteoroids Science 5A- Module 1: Uranus, Neptune and Dwarf Planets Science 5A- Module 2: Birth of Stars Science 5A- Module 2: Life Cycle of Stars Science 5A- Module 3: Freshwater on Earth Science 5A- Module 4: Force Science 5A- Module 4: Forces, Motion, and Speed Science 5A- Module 5: Intro to Sound Science 5A- Module 5: Light Part 1 Science 5A- Module 5: Pitch and Loudness Science 5A- Module 5: Reflection of Light Science 5A- Module 5: Refraction of Light Science 5A- Module 5: Sound Part 1 Science 5A- Module 5: Traveling Sound Science 5A- Module 5: Light and Color Science 5A- Module 6: Ecosystems Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6: Renewable Resources Science 5B- Module 1: Ecosystem Review Science 5B- Module 1: Ecosystems Science 5B- Module 2: Ecosystems: Tropical Rainforest	The greenhouse effect SKV
3.4.5.E1	Identify how technological advances have made it possible to create new devices and to repair or replace certain parts of the human body.	Identify how technological advances have made it possible to create new devices and to repair or replace certain parts of the human body. Science Grade 5 2017 Science 5A- Module 5: Sound Part 1	

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.E2	Understand that there are many different tools necessary to maintain an ecosystem, whether natural or man-made.	Understand that there are many different tools necessary to maintain an ecosystem, whether natural or manmade. Science Grade 5 2017 Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6: Renewable Resources Science 5B- Module 2: Ecosystems: Tropical Rainforest Science 5B- Module 2: The Rainforest Ecosystem	
3.4.5.E3	Explain how tools, machines, products, and systems use energy in order to do work.	Explain how tools, machines, products, and systems use energy in order to do work. Science Grade 5 2017 Science 5A- Module 1: Comets Science 5A- Module 1: Earth, Mars, Jupiter and Saturn Science 5A- Module 1: Meteoroids Science 5A- Module 1: Uranus, Neptune and Dwarf Planets Science 5A- Module 2: Birth of Stars Science 5A- Module 2: Life Cycle of Stars Science 5A- Module 3: Measuring Speed Science 5A- Module 4: Acceleration Science 5A- Module 4: Force Science 5A- Module 4: Forces, Motion, and Speed Science 5A- Module 4: Laws of Motion Science 5A- Module 4: Motion and Forces Science 5A- Module 5: Intro to Sound Science 5A- Module 5: Light Part 1 Science 5A- Module 5: Pitch and Loudness Science 5A- Module 5: Reflection of Light Science 5A- Module 5: Refraction of Light Science 5A- Module 5: Sound Part 1 Science 5A- Module 5: Sound Part 2 Science 5A- Module 5: Traveling Sound Science 5A- Module 5: Light and Color Science 5A- Module 6: Ecosystems Science 5A- Module 6: Nonrenewable Resources Science 5A- Module 6:	

5th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.5.E4	Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.	Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas. Science Grade 5 2017 Science 5A- Module 3: Freshwater on Earth Science 5A- Module 3: Measuring Speed Science 5A- Module 4: Acceleration Science 5A- Module 4: Building Blocks Science 5A- Module 4: Force Science 5A- Module 4: Laws of Motion Science 5A- Module 4: Mixtures and Compounds Science 5A- Module 4: Motion and Forces	
3.4.5.E5	Examine reasons why a transportation system may lose efficiency or fail (e.g., one part is missing or malfunctioning or if a subsystem is not working).	Examine reasons why a transportation system may lose efficiency or fail (e.g., one part is missing or malfunctioning or if a subsystem is not working). Science Grade 5 2017 Science 5A- Module 4: Force	
3.4.5.E6	Examine how manufacturing technologies have become an integral part of the engineered world.		
3.4.5.E7	Describe the importance of guidelines when planning a community.		

6th Grade Science Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
3.1.6.A1	Describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.	Describe the similarities and differences of major physical characteristics in plants animals fungi protists and bacteria Science 06 1 008 Cells: Eukaryotic Cells Continued: Eukaryotes 012 Cells: Eukaryotic Cells Continued: Checkpoint 03 013 Cells: Prokaryotic Cells: Prokaryotes 014 Cells: Prokaryotic Cells: Unit 1 Vo cabulary Review 015 Cells: Prokaryotic Cells: Checkpoint 04 016 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Background 017 Cells: Living vs. Nonliving: Project: Living vs. Nonliving 018 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Write-Up 04 5 Plants: Review and Units 1- 3 Exam: Units 1- 3 Exam Review VO CABULARY 04 7 Interactions Between Organisms: Animal Survival: Survival and Reproduction 04 9 Interactions Between Organisms: Animal Survival: Checkpoint 16 059 Interactions Between Organisms: Plant and Animal Relationships: Unit 4 Vocabulary Review	Understanding cells WXW

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.1.6.A2	Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.	Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers. Science 06 1 035 Plants: Plant Organs: Photosynthesis 036 Plants: Plant Organs: Checkpoint 11 04 4 Plants: Review and Units 1- 3 Exam: Unit 3 Vocabulary Review 04 5 Plants: Review and Units 1- 3 Exam: Units 1- 3 Exam Review VO CABULARY 055 Interactions Between Organisms: Animal and Plant Interactions: How Animals Benefit from Plants 059 Interactions Between Organisms: Plant and Animal Relationships: Unit 4 Vocabulary Review 06 1 Growth of Organisms: Plant and Animal Growth: What is Needed for Growth? 06 3 Growth of Organisms: Affecting Plant and Animal Growth: What Affects Growth? 06 4 Growth of Organisms: Affecting Plant and Animal Growth: Unit 5 Vocabulary Review 06 5 Growth of Organisms: Affecting Plant and Animal Growth: Checkpoint 23 Science 06 2 09 2 Matter and Energy: Types	How do plants use and change energy? PFE How does matter move in food chains? 78M Interpret food webs I Z6W Interpret food webs II FYB

6th Grade Science Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
3.1.6.A4	Recognize that all organisms are composed of cells and that many organisms are unicellular and must carry out all life functions in one cell.	<p>Recognize that all organisms are composed of cells and that many organisms are unicellular and must carry out all life functions in one cell.</p> <p>Science 06 1</p> <p>002 Cells: Cell History and Theory: Cell History 003 Cells: Cell History and Theory: Cell Theory 004 Cells: Cell History and Theory: Checkpoint 01 005 Cells: Eukaryotic Cells: Cell Parts Outside 007 Cells: Eukaryotic Cells: Checkpoint 02</p> <p>008 Cells: Eukaryotic Cells Continued: Eukaryotes 012 Cells: Eukaryotic Cells Continued: Checkpoint 03 013 Cells: Prokaryotic Cells: Prokaryotes</p> <p>014 Cells: Prokaryotic Cells: Unit 1 Vocabulary Review 015 Cells: Prokaryotic Cells: Checkpoint 04</p> <p>016 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Background 017 Cells: Living vs. Nonliving: Project: Living vs. Nonliving</p> <p>018 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Write-Up</p> <p>04 5 Plants: Review and Units 1- 3 Exam: Units 1- 3 Exam Review VO CABULARY 06 3 Growth of Organisms: Affecting Plant and Animal Growth: What Affects Growth?</p> <p>06 4 G</p>	<p>Understanding cells WXW</p> <p>Compare cells and cell parts 76D</p>

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.1.6.A5	Describe basic structures that plants and animals have that contribute to their ability to make or find food and reproduce.	Describe basic structures that plants and animals have that contribute to their ability to make or find food and reproduce. Science 06 1 005 Cells: Eukaryotic Cells: Cell Parts Outside 007 Cells: Eukaryotic Cells: Checkpoint 02 008 Cells: Eukaryotic Cells Continued: Eukaryotes 009 Cells: Eukaryotic Cells Continued: Practice: Build-a-Cell 010 Cells: Eukaryotic Cells Continued: Practice: Build-a-Cell Assignment 011 Cells: Eukaryotic Cells Continued: Unit 1 Discussion Board 012 Cells: Eukaryotic Cells Continued: Checkpoint 03 014 Cells: Prokaryotic Cells: Unit 1 Vocabulary Review 034 Plants: Plant Organs: Types of Organs in Plants 035 Plants: Plant Organs: Photosynthesis 036 Plants: Plant Organs: Checkpoint 11 037 Plants: Plant Tissues: Types of Plant Tissues 038 Plants: Plant Tissues: Checkpoint 12 039 Plants: Plant Reproductive Structures: Parts of a Flower 040 Plants: Plant Reproductive Structures: Checkpoint 13 041 Plants: Plant Reproduction: Flowers, Fruits and Seeds 042 Plants	Identify functions of plant cell parts XAA Identify functions of animal cell parts BXL Plant cell diagrams: label parts XUB Animal cell diagrams: label parts YVE Flowering plant and conifer life cycles ZXZ Moss and fern life cycles KLJ How do plants use and change energy? PFE

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.1.6.A6	Identify examples of unicellular and multicellular organisms.	Identify examples of unicellular and multicellular organisms. Science 06 1 002 Cells: Cell History and Theory: Cell History 003 Cells: Cell History and Theory: Cell Theory 004 Cells: Cell History and Theory: Checkpoint 01 005 Cells: Eukaryotic Cells: Cell Parts Outside 007 Cells: Eukaryotic Cells: Checkpoint 02 008 Cells: Eukaryotic Cells Continued: Eukaryotes 012 Cells: Eukaryotic Cells Continued: Checkpoint 03 013 Cells: Prokaryotic Cells: Prokaryotes 014 Cells: Prokaryotic Cells: Unit 1 Vocabulary Review 015 Cells: Prokaryotic Cells: Checkpoint 04 016 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Background 017 Cells: Living vs. Nonliving: Project: Living vs. Nonliving 018 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Write-Up 020 Organisms: Hierarchy of Systems: Hierarchy of Organization 021 Organisms: Hierarchy of Systems: Checkpoint 06 031 Organisms: The Nervous System in Action: Unit 2 Vocabulary Review 04 5 Plants: Review and Units 1- 3 Exam: Units 1- 3 Exam Review	Understanding cells WXW

6th Grade Science Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
3.1.6.A8	SCALE Explain why the details of most cells are visible only through a microscope.	(SCALE) Explain why the details of most cells are visible only through a microscope. Science 06 1 002 Cells: Cell History and Theory: Cell History 003 Cells: Cell History and Theory: Cell Theory 004 Cells: Cell History and Theory: Checkpoint 01 005 Cells: Eukaryotic Cells: Cell Parts O outside 006 Cells: Eukaryotic Cells: Cell Parts Inside 007 Cells: Eukaryotic Cells: Checkpoint 02 008 Cells: Eukaryotic Cells Continued: Eukaryotes 009 Cells: Eukaryotic Cells Continued: Practice: Build- a- Cell 010 Cells: Eukaryotic Cells Continued: Practice: Build- a- Cell Assignment 011 Cells: Eukaryotic Cells Continued: Unit 1 Discussion Board 012 Cells: Eukaryotic Cells Continued: Checkpoint 03 013 Cells: Prokaryotic Cells: Prokaryotes 014 Cells: Prokaryotic Cells: Unit 1 Vo cabulary Review 015 Cells: Prokaryotic Cells: Checkpoint 04 016 Cells: Living vs. Nonliving: Project: Living vs. Nonliving Background 017 Cells: Living vs. Nonliving: Project: Living vs. Nonliving 018 Cells: Living vs. Nonliving: Project: Living	Understanding cells WXW

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.1.6.A9	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>	<p>See Science as Inquiry in the Introduction for grade level indicators. No Correlations</p>	
3.1.6.B6	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.1.6.C1	Differentiate between instinctive and learned animal behaviors that relate to survival.		How can animal behaviors affect reproductive success? Identify evidence to support a claim SJT
3.1.6.C4	Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.		
3.2.6.A1	Distinguish the differences in properties of solids, liquids, and gases. Differentiate between volume and mass. Investigate that equal volumes of different substances usually have different masses.	Distinguish the differences in properties of solids liquids and gases. Science 06 2 086 Matter and Energy: What is Matter?: Matter 088 Matter and Energy: What is Matter?: Checkpoint 01 09 5 Matter and Energy: The Nature and Phases of Matter: States of Matter 09 6 Matter and Energy: The Nature and Phases of Matter: Checkpoint 04 09 8 Matter and Energy: Explaining Temperature: Kinetic Energy of Particles 09 9 Matter and Energy: Explaining Temperature: Unit 1 Vo cabulary Review 100 Matter and Energy: Explaining Temperature: Checkpoint 05	Particle motion and changes of state MSU Calculate density 9JC Particle motion and changes of state MSU Calculate density 9JC
3.2.6.A2	Compare and contrast pure substances with mixtures.	Compare and contrast pure substances with mixtures. No Correlations	

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.2.6.A3	Explain and give examples of how mass is conserved in a closed system.		Understand conservation of matter using graphs 9WD Count atoms and molecules in chemical reactions KFV Calculate amounts of reactants or products in chemical reactions 5UX
3.2.6.A4	Differentiate between physical changes and chemical changes.	Differentiate between physical changes and chemical changes. Science 06 2 086 Matter and Energy: What is Matter?: Matter 088 Matter and Energy: What is Matter?: Checkpoint 01 09 5 Matter and Energy: The Nature and Phases of Matter: States of Matter 09 6 Matter and Energy: The Nature and Phases of Matter: Checkpoint 04 09 9 Matter and Energy: Explaining Temperature: Unit 1 Vocabulary Review	Compare physical and chemical changes 7QR
3.2.6.A5	CONSTANCY AND CHANGE Identify characteristic properties of matter that can be used to separate one substance from the other.	(CONSTANCY AND CHANGE) Identify characteristic properties of matter that can be used to separate one substance from the other. No Correlations	
3.2.6.A6	Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understand that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.	See Science as Inquiry in the Introduction for grade level indicators. No Correlations	

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.2.6.B1	Explain how changes in motion require a force.		How do balanced and unbalanced forces affect motion? APR Identify whether objects are accelerating NY6 How does mass affect force and acceleration? HXC Predict forces using Newtons third law E2U Balanced and unbalanced forces FQY
3.2.6.B2	Describe energy as a property of objects associated with heat, light, electricity, magnetism, mechanical motion, and sound. Differentiate between potential and kinetic energy.		Identify changes in gravitational potential energy DCR Use tables and graphs to identify patterns about kinetic energy S2T Explore energy transformations: roller coaster ride 3F7 Explore energy transformations: bike ride B8D
3.2.6.B3	Give examples of how heat moves in predictable ways, normally flowing from warmer objects to cooler ones until they reach the same temperature. Explain the effect of heat on particle motion by describing what happens to particles during a phase change.		Predict heat flow and temperature changes KKW Compare thermal energy transfers 5H9 Particle motion and changes of state MSU
3.2.6.B4	Describe how electric current produces magnetic forces and how moving magnets produce electric current. Derive Ohm's Law through investigation of voltage, current, and resistance.		
3.2.6.B6	ENERGY Demonstrate that heat moves in predictable ways from warmer objects to cooler ones. SCALE Investigate that materials may be composed of parts too small to be seen without magnification.		Predict heat flow and temperature changes KKW Compare thermal energy transfers 5H9

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.2.6.B7	Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understand that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.		
3.3.6.A1	Recognize and interpret various mapping representations of Earth's common features.	Recognize and interpret various mapping representations of Earth's common features. Science 06 2 153 All About Weather: What is Weather?: Weather Fronts 154 All About Weather: What is Weather?: Checkpoint 21 159 All About Weather: Land- Water Relationships: Unit 5 Vocabulary Review	Select parts of a topographic map KU9
3.3.6.A2	Examine how soil fertility, composition, resistance to erosion, and texture are affected by many factors.	Examine how soil fertility composition resistance to erosion and texture are affected by many factors. No Correlations	
3.3.6.A4	Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.	Describe how water on earth cycles in different forms and in different locations including underground and in the atmosphere. Science 06 2 157 All About Weather: Land- Water Relationships: Effects on Climate 159 All About Weather: Land- Water Relationships: Unit 5 Vocabulary Review 160 All About Weather: Land- Water Relationships: Checkpoint 23	Label parts of water cycle diagrams HJN Select parts of water cycle diagrams YR6

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.3.6.A5	Describe the composition and layers of the atmosphere. Explain the effects of oceans on climate. Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.	Explain the effects of oceans on climate. Science 06 2 155 All About Weather: The Coriolis Effect and Hurricanes: Hurricanes 157 All About Weather: Land- Water Relationships: Effects on Climate 158 All About Weather: Land- Water Relationships: Unit 5 Discussion Board 159 All About Weather: Land- Water Relationships: Unit 5 Vocabulary Review 16 0 All About Weather: Land- Water Relationships: Checkpoint 23 16 5 Climate Change and Human Impact: Our Naturally Changing Climate: Natural Processes 16 6 Climate Change and Human Impact: Our Naturally Changing Climate: Checkpoint 25 175 Climate Change and Human Impact: Units 4 –6 Review and Exam: Units 4 –6 Exam Review	
3.3.6.A6	MODELS/SCALES Describe the scales involved in characterizing Earth and its atmosphere. MODELS/SCALES Create models of Earth's common physical features.	(MODELS/SCALES) Describe the scales involved in characterizing Earth and its atmosphere. Science 06 2 120 The Cycling of Water: Powering the Water Cycle: How Water Cycles 123 The Cycling of Water: Powering the Water Cycle: Checkpoint 12 132 The Cycling of Water: The Greenhouse Effect: The Air We Breathe 135 The Cycling of Water: The Greenhouse Effect: Unit 3 Vocabulary Review 136 The Cycling of Water: The Greenhouse Effect: Checkpoint 15 137 The Cycling of Water: Units 1–3 Review and Exam: Units 1- 3 Exam Review 14 4 The Earth and Sun s Relationship: What Makes Fluids Move: Convection Currents 14 5 The Earth and Sun s Relationship: What Makes Fluids Move: The Coriolis Effect 14 6 The Earth and Sun s Relationship: What Makes Fluids Move: Unit 4 Vocabulary Review 14 7 The Earth and Sun s Relationship: What Makes Fluids Move: Checkpoint 19 14 8 The Earth and Sun s Relationship: Air Currents: Land and Ocean Breezes 151 The Earth and Sun s Relationship: Air Currents: Checkpoint 20 152	Label Earth layers TDW Label Earth features at tectonic plate boundaries BQA Describe tectonic plate boundaries around the world PS7 Label Earth layers TDW Label Earth features at tectonic plate boundaries BQA Describe tectonic plate boundaries around the world PS7

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.3.6.A7	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understand that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>	<p>See Science as Inquiry in the Introduction for grade level indicators. No Correlations</p>	
3.3.6.B1	<p>Compare and contrast the size, composition, and surface features of the planets that comprise the solar system as well as the objects orbiting them. Recognize the role of gravity as a force that pulls all things on or near the earth toward the center of the earth and in the formation of the solar system and the motions of objects in the solar system. Explain why the planets orbit the sun in nearly circular paths. Describe how the planets change their position relative to the background of the stars Explain how the tilt of the earth and its revolution around the sun cause an uneven heating of the earth which in turn causes the seasons and weather patterns.</p>		<p>Analyze data to compare properties of planets BNG What causes the seasons on Earth? 7XR</p>
3.3.6.B2	<p>MODELS Use models to demonstrate that earth has different seasons and weather patterns. MODELS Use models to demonstrate that the phases of the moon are a result of its orbit around Earth.</p>		<p>Use data to describe climates P9X What causes the seasons on Earth? 7XR Identify phases of the Moon JW2</p>

6th Grade Science Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
3.3.6.B3	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understand that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		
3.4.6.A1	<p>Identify how creative thinking and economic and cultural influences shape technological development.</p>	<p>Identify how creative thinking and economic and cultural influences shape technological development. No Correlations</p>	<p>Identify parts of the engineering-design process HVS Explore the engineering-design process: going to the Moon! ZFL</p>

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.4.6.A2	Describe how systems thinking involves considering how every part relates to others.	Describe how systems thinking involves considering how every part relates to others. Science 06 1 071 Reproduction of Organisms: Lives of Plants and Animals: Project: Prickly Pear Background 072 Reproduction of Organisms: Lives of Plants and Animals: Project: Prickly Pear Cacti Creation 075 Reproduction of Organisms: Asexual Reproduction in Organisms: Project: Prickly Pear Asexual Reproduction Investigation 077 Reproduction of Organisms: Sexual Reproduction in Organisms: Project: Prickly Pear Sexual Reproduction Investigation 079 Reproduction of Organisms: Diversity in Reproduction: Project: Prickly Pear Image Upload Science 06 2 114 Energy Transformations: Engineer a Cooling Device: Project: Keeping It Cool Introduction 130 The Cycling of Water: Saving Our Environment: Project: Solving an Environmental Issue Research Write Up 133 The Cycling of Water: The Greenhouse Effect: Project: Solving an Environmental Issue Part 2 134 The Cycling of Water: The Greenhouse Effect: Project: Solving an Environmental Issue	Identify steps of the scientific method VYB Identify independent and dependent variables JZJ Identify the experimental question 8UX Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.4.6.A3	Explain how knowledge from other fields of study (STEM) integrate to create new technologies.	Explain how knowledge f rom other f ields of study (STEM) integrate to create new technologies. Science 06 1 002 Cells: Cell History and Theory: Cell History 004 Cells: Cell History and Theory: Checkpoint 01 014 Cells: Prokaryotic Cells: Unit 1 Vo cabulary Review 04 5 Plants: Review and Units 1- 3 Exam: Units 1- 3 Exam Review VO CABULARY Science 06 2 089 Matter and Energy: What is Energy?: Energy 09 2 Matter and Energy: Types of Energy: O ther Forms of Energy 09 3 Matter and Energy: Types of Energy: Checkpoint 03 09 9 Matter and Energy: Explaining Temperature: Unit 1 Vo cabulary Review 110 Energy Transformations: Controlling Thermal Energy Flow: Conductors and Insulators 112 Energy Transformations: Controlling Thermal Energy Flow: Unit 2 Vo cabulary Review 113 Energy Transformations: Controlling Thermal Energy Flow: Checkpoint 09 125 The Cycling of Water: Pollution: Agriculture and Pollution 127 The Cycling of Water: Pollution: Checkpoint 13 135 The Cycling of Water: The Greenhouse Effect: Unit 3	
3.4.6.B1	Describe how economic, political, and cultural issues are influenced by the development and use of technology.		Explore the engineering-design process: going to the Moon! ZFL
3.4.6.B2	Describe how technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems.		
3.4.6.B3	Interpret how societal and cultural priorities are reflected in technological devices.		Explore the engineering-design process: going to the Moon! ZFL
3.4.6.B4	Demonstrate how new technologies are developed based on people’s needs, wants, values, and/ or interests.		Identify parts of the engineering-design process HVS Explore the engineering-design process: going to the Moon! ZFL

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.4.6.C1	Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design.		Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.6.C2	Show how models are used to communicate and test design ideas and processes.		Identify steps of the scientific method VYB Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.6.C3	Explain why some technological problems are best solved through experimentation.		Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.6.D1	Apply a design process to solve problems beyond the laboratory classroom.		Identify parts of the engineering-design process HVS Use data from tests to compare engineering-design solutions 8Z4 Explore the engineering-design process: going to the Moon! ZFL
3.4.6.D2	Use computers appropriately to access and organize and apply information.		
3.4.6.D3	Design and use instruments to evaluate data.		
3.4.6.E1	Describe how advances and innovations in medical technologies are used to improve health care.	Describe how advances and innovations in medical technologies are used to improve health care. No Correlations	

6th Grade Science Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
3.4.6.E2	Identify how emerging agricultural technologies have an effect on ecosystem dynamics and human/ animal food resources.	Identify how emerging agricultural technologies have an effect on ecosystem dynamics and human/animal food resources. Science 06 2 125 The Cycling of Water: Pollution: Agriculture and Pollution 127 The Cycling of Water: Pollution: Checkpoint 13 135 The Cycling of Water: The Greenhouse Effect: Unit 3 Vocabulary Review 137 The Cycling of Water: Units 1–3 Review and Exam: Units 1- 3 Exam Review 173 Climate Change and Human Impact: Global Warming: Effects of Rising Temperatures 174 Climate Change and Human Impact: Global Warming: Checkpoint 29 175 Climate Change and Human Impact: Units 4 –6 Review and Exam: Units 4 –6 Exam Review	
3.4.6.E3	Investigate that power is the rate at which energy is converted from one form to another or transferred from one place to another.	Investigate that power is the rate at which energy is converted from one form to another or transferred from one place to another. No Correlations	
3.4.6.E4	Illustrate how communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. Examine how communications information technologies are used to help humans make decisions and solve problems	Illustrate how communication systems are made up of a source encoder transmitter receiver decoder and destination. Examine how communications information technologies are used to help humans make decisions and solve problems. No Correlations	
3.4.6.E5	Demonstrate how transporting people and goods involves a combination of individuals and sub-systems, such as structural, propulsion, suspension, guidance, control, and support.	Demonstrate how transporting people and goods involves a combination of individuals and subsystems such as structural propulsion suspension guidance control and support. No Correlations	
3.4.6.E6	Identify key aspects of manufacturing systems that use mechanical processes to change the form of natural materials (e.g., separating, forming, combining, conditioning).	Identify key aspects of manufacturing systems that use mechanical processes to change the form of natural materials (e.g. separating forming combining conditioning). No Correlations	
3.4.6.E7	Explain how the type of structure determines the way the parts are put together.	Explain how the type of structure determines the way the parts are put together. No Correlations	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A1	Describe the similarities and differences of physical characteristics in diverse organisms.	Describe the similarities and differences of physical characteristics in diverse organisms. SCI071 Science 7A NGSS 097 Chemistry of the Human Body: Food and Respiration: Molecules in Food 098 Chemistry of the Human Body: Food and Respiration: Why We Eat 100 Chemistry of the Human Body: Food and Respiration: Checkpoint 16 101 Chemistry of the Human Body: Food and Respiration: Lesson Review 103 Chemistry of the Human Body: Oxygen's Role: Molecules as Fuel 105 Chemistry of the Human Body: Oxygen's Role: Lesson Review 106 Chemistry of the Human Body: Oxygen's Role: Checkpoint 17 110 Chemistry of the Human Body: Supporting Growth: Warm-Up Questions 111 Chemistry of the Human Body: Supporting Growth: Molecules as Building Blocks 113 Chemistry of the Human Body: Supporting Growth: Lesson Review 115 Chemistry of the Human Body: Supporting Growth: Checkpoint 18 119 Chemistry of the Human Body: Animals and Energy: Animals and Food 122 Chemistry of the Human Body: Animals and Energy: Checkpoint 19 127 Chemistry of the Human Body	Angiosperm and conifer life cycles U67 Moss and fern life cycles 9J3

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A2	Describes how organisms obtain and use energy throughout their lives.	Describes how organisms obtain and use energy throughout their lives. SCI071 Science 7A NGSS 004 Matter: Matter and Energy: Types of Energy 005 Matter: Matter and Energy: Lesson Review 006 Matter: Matter and Energy: Checkpoint 1 031 Matter: Project and Exam: Unit 1 Review 097 Chemistry of the Human Body: Food and Respiration: Molecules in Food 098 Chemistry of the Human Body: Food and Respiration: Why We Eat 100 Chemistry of the Human Body: Food and Respiration: Checkpoint 16 101 Chemistry of the Human Body: Food and Respiration: Lesson Review 102 Chemistry of the Human Body: Food and Respiration: Big Questions 103 Chemistry of the Human Body: Oxygen's Role: Molecules as Fuel 104 Chemistry of the Human Body: Oxygen's Role: Burning and Oxygen 105 Chemistry of the Human Body: Oxygen's Role: Lesson Review 106 Chemistry of the Human Body: Oxygen's Role: Checkpoint 17 108 Chemistry of the Human Body: Oxygen's Role: Warm-Up Questions 109 Chemistry of the Human Body: Oxygen's Role: Big Questions 110 Chemistry of the Human Body	Identify functions of plant cell parts YMF Identify functions of animal cell parts KS5

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A3	Explain why the life cycles of different organisms have varied lengths.	Explain why the life cycles of different organisms have varied lengths. SCI072 Science 7B NGSS 040 Dynamic Populations: Impacts on Populations: Project: Resource Availability 041 Dynamic Populations: Impacts on Populations: Project: Resource Availability Write-Up SCI081 Science 8A 155 Evolution: The Effects of Mutation: Discover: Mutations and Evolution 158 Evolution: The Effects of Mutation: What Did I Learn? 217 Connections and Review: Review: Units 4-6: Review: Unit 4 221 Connections and Review: Review: Units 4-6: Zoom In! 223 Connections and Review: Review: Units 4-6: Review for Final Exam SCI071 Science 7A NGSS 130 Photosynthesis: Plant Energy and Growth: Plant Growth 132 Photosynthesis: Plant Energy and Growth: Lesson Review 133 Photosynthesis: Plant Energy and Growth: Checkpoint 21 160 Photosynthesis: Project and Exam: Unit 5 Review 190 Chemical Reactions in Industry: Final Exam: Unit 5 Final Exam Review	Angiosperm and conifer life cycles U67 Moss and fern life cycles 9J3

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A4	Explain how cells arise from pre-existing cells.	Explain how cells arise from pre-existing cells. SCI081 Science 8A 076 Cells: Reproduction and Division: Discover: Reproduction 078 Cells: Reproduction and Division: Vocab Matchup 081 Cells: Reproduction and Division: What Did I Learn? 109 Heredity: Modern Genetics: Discover: Heredity in Humans 114 Heredity: Modern Genetics: What Did I Learn? 115 Heredity: Modern Genetics: Checkpoint 14 117 Heredity: Review: Units 1-3: Review: Unit 2 118 Heredity: Review: Units 1-3: Review: Unit 3 212 Connections and Review: Bioscience in the 21st Century: Discover: Cloning and Stem Cells 216 Connections and Review: Bioscience in the 21st Century: What Did I Learn? 219 Connections and Review: Review: Units 4-6: Review: Unit 6 221 Connections and Review: Review: Units 4-6: Zoom In! 223 Connections and Review: Review: Units 4-6: Review for Final Exam	Understanding cells JL5
3.1.7.A5	Explain how the cell is the basic structural and functional unit of living things.	Explain how the cell is the basic structural and functional unit of living things. SCI081 Science 8A 041 Cells: Discovery of Cell Theory: Discover: The Cell Theory 042 Cells: Discovery of Cell Theory: Video: Cell History 044 Cells: Discovery of Cell Theory: Vocab Review 046 Cells: Discovery of Cell Theory: What Did I Learn? 047 Cells: Discovery of Cell Theory: Checkpoint 06 117 Heredity: Review: Units 1-3: Review: Unit 2	Understanding cells JL5

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A6	Identify the levels of organization from cell to organism.	Identify the levels of organization from cell to organism. SCI081 Science 8A 051 Cells: The Cell: Discover: Levels of Organization 052 Cells: The Cell: Video: Body Systems 053 Cells: The Cell: Vocab Matchup 057 Cells: The Cell: What Did I Learn? 058 Cells: The Cell: Checkpoint 07 117 Heredity: Review: Units 1-3: Review: Unit 2 SCI071 Science 7A NGSS 112 Chemistry of the Human Body: Supporting Growth: Cellular Respiration 113 Chemistry of the Human Body: Supporting Growth: Lesson Review 115 Chemistry of the Human Body: Supporting Growth: Checkpoint 18 127 Chemistry of the Human Body: Project and Exam: Unit 4 Review 189 Chemical Reactions in Industry: Final Exam: Unit 4 Final Exam Review SCI072 Science 7B NGSS 004 Interactions in an Ecosystem: Ecological Levels: Ecological Levels Vocabulary 006 Interactions in an Ecosystem: Ecological Levels: Checkpoint 01 007 Interactions in an Ecosystem: Ecological Levels: Lesson Review 029 Interactions in an Ecosystem: Project and Exam: Unit 1 Review 183 Geology in the 21st	Organization in the human body: the heart and the circulatory system YBZ

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A7	Compare life processes (e.g. growth, digestion) at the organism level with life processes at the cellular level.	Compare life processes (e.g. growth digestion) at the organism level with life processes at the cellular level. SC1071 Science 7A NGSS 103 Chemistry of the Human Body: Oxygen's Role: Molecules as Fuel 104 Chemistry of the Human Body: Oxygen's Role: Burning and Oxygen 105 Chemistry of the Human Body: Oxygen's Role: Lesson Review 106 Chemistry of the Human Body: Oxygen's Role: Checkpoint 17 110 Chemistry of the Human Body: Supporting Growth: Warm-Up Questions 112 Chemistry of the Human Body: Supporting Growth: Cellular Respiration 113 Chemistry of the Human Body: Supporting Growth: Lesson Review 115 Chemistry of the Human Body: Supporting Growth: Checkpoint 18 116 Chemistry of the Human Body: Supporting Growth: Big Questions 117 Chemistry of the Human Body: Animals and Energy: Warm-Up Questions 127 Chemistry of the Human Body: Project and Exam: Unit 4 Review 143 Photosynthesis: How Plants Get Food: Reactions in Plants 146 Photosynthesis: How Plants Get Food: Checkpoint 23 147 Photosynthesis: How Plants Get Food	Structure and function: carbohydrates lipids proteins and nucleic acids MFE Understanding cells JL5 Identify functions of plant cell parts YMF Identify functions of animal cell parts KS5 Compare cells and cell part 2V6

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A8	MODELS Apply the appropriate models to show interactions among organisms in an environment.	(MODELS) Apply the appropriate models to show interactions among organisms in an environment. SCI071 Science 7A NGSS 099 Chemistry of the Human Body: Food and Respiration: Project: Matter and Energy Model - Animals Part 1 107 Chemistry of the Human Body: Oxygen's Role: Project: Matter and Energy Model - Animals Part 2 114 Chemistry of the Human Body: Supporting Growth: Project: Matter and Energy Model - Animals Part 3 118 Chemistry of the Human Body: Animals and Energy: Discussion Board 119 Chemistry of the Human Body: Animals and Energy: Animals and Food 120 Chemistry of the Human Body: Animals and Energy: Matter and Energy in Ecosystems 121 Chemistry of the Human Body: Animals and Energy: Project: Matter and Energy Model - Animals Part 4 122 Chemistry of the Human Body: Animals and Energy: Checkpoint 19 123 Chemistry of the Human Body: Animals and Energy: Big Questions 124 Chemistry of the Human Body: Project and Exam: Project: Matter and Energy Model - Animals Lab Write-Up 125 Chemistry of the Human Body	How does matter move in food chains? Q8D Interpret food webs IMK5 Interpret food webs IIEPC

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.A9	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.B1	Explain how genetic instructions influence inherited traits. Identify Mendelian patterns of inheritance.		Genetics vocabulary: genotype and phenotype JSL Genetics vocabulary: dominant and recessive DDM Complete and interpret Punnett squares SHF Use Punnett squares to calculate ratios of offspring types V6F Use Punnett squares to calculate probabilities of offspring types K54 Genes proteins and traits: understanding the genetic code H6X Calculate the percentages of traits in a population F64

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.B2	Compare sexual reproduction with asexual reproduction.	Compare sexual reproduction with asexual reproduction. SCI081 Science 8A 076 Cells: Reproduction and Division: Discover: Reproduction 078 Cells: Reproduction and Division: Vocab Matchup 081 Cells: Reproduction and Division: What Did I Learn? 084 Heredity: Structure of DNA: Discover: The Role of Genes 087 Heredity: Structure of DNA: What Did I Learn? 088 Heredity: Structure of DNA: Checkpoint 11 090 Heredity: Mendel and Heredity: Discover: Probability and Predictions 091 Heredity: Mendel and Heredity: Discover: Mendel's Experiments 092 Heredity: Mendel and Heredity: Video: Gregor Mendel 096 Heredity: Mendel and Heredity: What Did I Learn? 097 Heredity: Mendel and Heredity: Checkpoint 12 109 Heredity: Modern Genetics: Discover: Heredity in Humans 114 Heredity: Modern Genetics: What Did I Learn? 115 Heredity: Modern Genetics: Checkpoint 14 117 Heredity: Review: Units 1-3: Review: Unit 2 118 Heredity: Review: Units 1-3: Review: Unit 3	Genetic variation in sexual reproduction J5A Angiosperm and conifer life cycles U67 Moss and fern life cycle 9J3

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.B4	Describe how selective breeding and biotechnology can alter the genetic composition of organisms.	Describe how selective breeding and biotechnology can alter the genetic composition of organisms. SCI081 Science 8A 089 Heredity: Structure of DNA: Discussion Board 094 Heredity: Mendel and Heredity: Discussion Board 103 Heredity: Inheritance: Discussion Board 111 Heredity: Modern Genetics: Discussion Board 119 Heredity: Review: Units 1-3: Discussion Board 137 Evolution: Natural and Artificial Selection: Discover: Natural Selection 139 Evolution: Natural and Artificial Selection: Discover: Sexual and Artificial Selection 140 Evolution: Natural and Artificial Selection: Vocab Matchup 144 Evolution: Natural and Artificial Selection: What Did I Learn? 145 Evolution: Natural and Artificial Selection: Checkpoint 18 155 Evolution: The Effects of Mutation: Discover: Mutations and Evolution 158 Evolution: The Effects of Mutation: What Did I Learn? 198 Connections and Review: Genetic Engineering: Discover: Genetically Modified Organisms 199 Connections and Review: Genetic Engineering: GMO City Map 200 Connections	
3.1.7.B5	PATTERNS Compare and contrast observable patterns in the physical characteristics across families, strains and species.		Use scientific names to classify organisms ZZM

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.B6	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.C1	Describe how natural selection is an underlying factor in a population's ability to adapt to changes.	Describe how natural selection is an underlying factor in a population's ability to adapt to changes. SCI081 Science 8A 076 Cells: Reproduction and Division: Discover: Reproduction 081 Cells: Reproduction and Division: What Did I Learn? 117 Heredity: Review: Units 1-3: Review: Unit 2 131 Evolution: Charles Darwin: Discover: Interpretation of Darwin's Observations 135 Evolution: Charles Darwin: What Did I Learn? 136 Evolution: Charles Darwin: Checkpoint 17 137 Evolution: Natural and Artificial Selection: Discover: Natural Selection 138 Evolution: Natural and Artificial Selection: Explore: Natural Selection 139 Evolution: Natural and Artificial Selection: Discover: Sexual and Artificial Selection 140 Evolution: Natural and Artificial Selection: Vocab Matchup 144 Evolution: Natural and Artificial Selection: What Did I Learn? 145 Evolution: Natural and Artificial Selection: Checkpoint 18 155 Evolution: The Effects of Mutation: Discover: Mutations and Evolution 158 Evolution: The Effects of Mutation	Introduction to natural selection UVQ Construct explanations of natural selection 7P4
3.1.7.C2	Explain why the extinction of a species may occur when the environment changes. Explain that mutations can alter a gene and are the original source of new variations in a population.		Calculate the percentages of traits in a population F64 Describe the effects of gene mutations on organisms 8M7

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.C3	CONSTANCY AND CHANGE Identify evidence drawn from geology, fossils, and comparative anatomy that provides the basis for the theory of evolution.	(CONSTANCY AND CHANGE) Identify evidence drawn from geology fossils and comparative anatomy that provides the basis for the theory of evolution. SCI081 Science 8A 146 Evolution: Evidence for Evolution: Discover: Common Ancestry 147 Evolution: Evidence for Evolution: Discover: Anatomical Similarities and Differences 148 Evolution: Evidence for Evolution: Discover: Embryology 152 Evolution: Evidence for Evolution: What Did I Learn? 153 Evolution: Evidence for Evolution: Checkpoint 19 217 Connections and Review: Review: Units 4-6: Review: Unit 4 221 Connections and Review: Review: Units 4-6: Zoom In! 223 Connections and Review: Review: Units 4-6: Review for Final Exam	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.1.7.C4	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understand that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		
3.2.7.A1	<p>Differentiate between elements, compounds, and mixtures. Identify groups of elements that have similar properties. Explain how materials are characterized by having a specific amount of mass in each unit of volume (density).</p>		<p>Classify elementary substances and compounds using chemical formulas QK2 Classify elementary substances and compounds using models ZTN Calculate density 9JC</p>

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.A2	Identify atoms as the basic building blocks of matter and that elements are composed of one type of atom.	Identify atoms as the basic building blocks of matter and that elements are composed of one type of atom. SCI071 Science 7A NGSS 008 Matter: Understanding Atoms: Big Questions 009 Matter: Understanding Atoms: Elements and Atoms 010 Matter: Understanding Atoms: Notable Atoms in the Human Body 011 Matter: Understanding Atoms: Checkpoint 2 012 Matter: Understanding Atoms: Discussion Board 013 Matter: Atoms to Molecules: Warm-Up Questions 014 Matter: Atoms to Molecules: Big Questions 015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 017 Matter: Atoms to Molecules: Extended Structures 018 Matter: Atoms to Molecules: Checkpoint 3 019 Matter: Atoms to Molecules: Small Molecules 020 Matter: Modeling Molecules: Warm-Up Questions 024 Matter: Modeling Molecules: Project: 3-D Models Pre-Lab 028 Matter: Project and Exam: Project: 3-D Models 029 Matter: Project and Exam: Project: 3-D Models Upload 030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 031 Matter	What are atoms and chemical elements? VZE How are substances represented by chemical formulas and models? 9AL Identify chemical formulas for ball-and-stick models 8EN Describe the atomic composition of molecules RU7 Classify elementary substances and compounds using chemical formulas QK2 Classify elementary substances and compounds using models ZTN

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.A3	Explain how energy transfer can affect the chemical and physical properties of matter.	Explain how energy transfer can affect the chemical and physical properties of matter. SCI071 Science 7A NGSS 033 States and Phases of Matter: Thermal Energy: Heat Thermal Energy and Temperature 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 038 States and Phases of Matter: States of Matter: Warm-Up Questions 046 States and Phases of Matter: Phase Changes: Big Questions 047 States and Phases of Matter: Phase Changes: Phase Changes: Increasing Thermal Energy 048 States and Phases of Matter: Phase Changes: Phases Changes: Decreasing Thermal Energy 049 States and Phases of Matter: Phase Changes: Lesson Review 050 States and Phases of Matter: Phase Changes: Checkpoint 8 051 States and Phases of Matter: Representing Phase Changes: Warm-Up Questions 052 States and Phases of Matter: Representing Phase Changes: Phase Change Diagrams 053 States and Phases of Matter: Representing Phase Changes	Compare physical and chemical changes PPU

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.A4	Describe how reactants change into products in simple chemical reactions.	Describe how reactants change into products in simple chemical reactions. SCI071 Science 7A NGSS 053 States and Phases of Matter: Representing Phase Changes: Modeling Physical Change 054 States and Phases of Matter: Representing Phase Changes: Lesson Review 055 States and Phases of Matter: Representing Phase Changes: Checkpoint 9 056 States and Phases of Matter: Representing Phase Changes: Big Questions 057 States and Phases of Matter: Project and Exam: Warm-Up Questions 062 States and Phases of Matter: Project and Exam: Unit 2 Review 063 Chemical Reactions: Reactions: Warm-Up Questions 064 Chemical Reactions: Reactions: Big Questions 065 Chemical Reactions: Reactions: Chemical Reactions 066 Chemical Reactions: Reactions: Conservation of Mass 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 070 Chemical Reactions: Properties: Big Questions 072 Chemical Reactions: Properties: Properties in Reactions 073 Chemical Reactions: Properties: Lesson Review 074 Chemical	Identify reactants and products XMY Calculate amounts of reactants or products in chemical reactions EF2

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.A6	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.B1	Describe how unbalanced forces acting on an object change its velocity. Analyze how observations of displacement, velocity, and acceleration provide necessary and sufficient evidence for the existence of forces.		Calculate velocity distance and time I 9LL Calculate velocity distance and time II 8FG Predict forces using Newtons third law G9S Balanced and unbalanced forces U6L Identify whether objects are accelerating 75S How does mass affect force and acceleration? 4F5

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.B2	Describe how energy can be changed from one form to another (transformed) as it moves through a system or transferred from one system to another system.	Describe how energy can be changed from one form to another (transformed) as it moves through a system or transferred from one system to another system. SCI082 Science 8B 067 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Discover: Magnets and Magnetic Fields 069 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Discover: Electricity and Magnetism 071 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: What Did I Learn? 072 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Checkpoint 12 075 Physics: Electricity Magnetism and Energy: Energy: Discover: Conservation of Energy 079 Physics: Electricity Magnetism and Energy: Energy: What Did I Learn? 080 Physics: Electricity Magnetism and Energy: Energy: Checkpoint 13 093 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit 3 Review 163 Chemistry: Wrap Up: Chemical Reactions: Discover: Examples of Chemical Reactions 164 Chemistry: Wrap Up	Explore energy transformations: roller coaster ride KF5 Explore energy transformations: bike ride D9A
3.2.7.B3	Differentiate among convection, conduction, and radiation. Explain why heat energy consists of the random motion and vibrations of the particles of matter.		How are temperature and mass related to thermal energy? GTZ How does particle motion affect temperature? R2S
3.2.7.B4	Explain how electrical current is produced by the flow of electrons. Explain and demonstrate how electric current produces magnetic forces and how moving magnets produce electric current.		

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.2.7.B5	Demonstrate that visible light is a mixture of many different colors. Explain the construct of the electromagnetic spectrum. Describe how sound and light energy are transmitted by waves.		
3.2.7.B6	ENERGY Demonstrate that heat is often produced as energy is transformed through a system. ENERGY Demonstrate how the transfer of heat energy causes temperature changes.		How are temperature and mass related to thermal energy? GTZ Predict heat flow and temperature changes 5AE
3.2.7.B7	Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.		

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.7.A1	Define basic features of the rock cycle. Describe the layers of the earth. Differentiate among the mechanisms by which heat is transferred through the Earth system.		Calculate density mass and volume C9L Label parts of rock cycle diagrams ACG Select parts of rock cycle diagrams 8W5 Label Earth layers 2WG Label Earth features at tectonic plate boundaries K2D
3.3.7.A2	Explain land use in relation to soil type and topography.	Explain land use in relation to soil type and topography. SCI072 Science 7B NGSS 065 Resources on Earth: Earth's Features: The Structure of Earth 067 Resources on Earth: Earth's Features: Lesson Review 068 Resources on Earth: Earth's Features: Checkpoint 11 070 Resources on Earth: Rocks and Other Materials: Warm-Up Questions 094 Resources on Earth: Project and Exam: Unit 3 Review 102 Hazards on Earth: Structure of the Earth: Structure of Earth's Surface 103 Hazards on Earth: Structure of the Earth: Lesson Review 104 Hazards on Earth: Structure of the Earth: Checkpoint 16 119 Hazards on Earth: Natural Hazard: Volcano: Volcanoes 122 Hazards on Earth: Natural Hazard: Volcano: Checkpoint 19 123 Hazards on Earth: Natural Hazard: Volcano: Lesson Review 127 Hazards on Earth: Project and Exam: Unit 4 Review 137 Earth's Changing Surface: Processes on Earth: Big Questions 138 Earth's Changing Surface: Processes on Earth: Erosional Features 139 Earth's Changing Surface: Processes on Earth: Lesson Review 140 Earth's Changing Surface	
3.3.7.A3	Explain and give examples of how physical evidence, such as fossils and surface features of glaciation support theories that the Earth has evolved over geologic time. Compare geologic processes over time.		Describe tectonic plate boundaries around the world L7H

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.7.A4	Differentiate among Earth's water systems. Describe the motions of tides and identify their causes.		Label parts of water cycle diagrams UDG Select parts of water cycle diagrams CMW
3.3.7.A5	Describe basic elements of meteorology. Explain the relationship between the energy provided by the sun and the temperature differences among water, land and atmosphere.		
3.3.7.A6	MODELS/SCALES Describe the scales involved in characterizing Earth and its atmosphere. MODELS/SCALES Create models of Earth's common physical features.		Label Earth features at tectonic plate boundaries K2D Describe tectonic plate boundaries around the world L7H Select parts of a topographic map EH7 Explore air masses F63 Identify and compare air masses QTW How do air masses form? QHU

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.7.A7	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		
3.3.7.B1	<p>Explain how gravity is the major force in the formation of the planets, stars, and the solar system. Describe gravity as a major force in determining the motions of planets, stars, and the solar system. Compare and contrast properties and conditions of objects in the solar system to those on Earth.</p>		Analyze data to compare properties of planets NTP

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PA Core Standard	PA Description	Course Location	Location (IXL)
3.3.7.B2	<p>SCALE AND MEASUREMENT Identify a variety of instruments used to gather evidence about the universe. PATTERNS Describe repeating patterns in the Sun-Earth-Moon system and the positions of stars. SCALE Relate planetary size and distance in our solar system using an appropriate scale model.</p>		
3.3.7.B3	<p>Understand how theories are developed. Identify questions that can be answered through scientific investigations and evaluate the appropriateness of questions. Design and conduct a scientific investigation and understand that current scientific knowledge guides scientific investigations. Describe relationships using inference and prediction. Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent arguments, and are based on scientific principles, models, and theories. Analyze alternative explanations and understanding that science advances through legitimate skepticism. Use mathematics in all aspects of scientific inquiry. Understand that scientific investigations may result in new ideas for study, new methods, or procedures.</p>		

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.A1	Explain how technology is closely linked to creativity, which has resulted in innovation and invention.	<p>Explain how technology is closely linked to creativity which has resulted in innovation and invention.</p> <p>SCI071 Science 7A NGSS</p> <p>168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 169</p> <p>Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material</p> <p>170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic</p> <p>177 Chemical Reactions in Industry: Synthetic Materials' Impact: Unit 6 Review</p> <p>191 Chemical Reactions in Industry: Final Exam: Unit 6 Final Exam Review</p> <p>SCI072 Science 7B NGSS</p> <p>086 Resources on Earth: Amount of Resources: Limited and Nonrenewable Resources</p> <p>092 Resources on Earth: Amount of Resources: Checkpoint 14 094</p> <p>Resources on Earth: Project and Exam: Unit 3 Review</p> <p>114 Hazards on Earth: Natural Hazard: Earthquake: Reducing Earthquake Damage</p> <p>115 Hazards on Earth: Natural Hazard: Earthquake: Checkpoint 18 127</p> <p>Hazards on Earth: Project and Exam: Unit 4 Review</p> <p>172 Geology in the 21st Century: Technology in the Present Day: Checkpoint 27</p> <p>175 Geology in the 21st Century</p>	<p>Identify parts of the engineering-design process BD2</p> <p>Explore the engineering-design process: going to the Moon! RBV</p>

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.A2	Explain how different technologies involve different sets of processes.	Explain how different technologies involve different sets of processes. SCI081 Science 8A 001 Scientific Processes: Scientific Thinking: Discover: Observation vs. Inference 010 Scientific Processes: Scientific Processes and Communication: Discover: Claims Evidence and Reasoning 011 Scientific Processes: Scientific Processes and Communication: Discover: Ethics 026 Scientific Processes: Reading in Science: Discover: Communication in Science 030 Scientific Processes: Reading in Science: What Did I Learn? 031 Scientific Processes: Reading in Science: Checkpoint 04 032 Scientific Processes: Reading in Science: Literacy Project Part 1: Before-Reading Strategies 033 Scientific Processes: Reading in Science: Literacy Project Part 2: During-Reading Strategies 041 Cells: Discovery of Cell Theory: Discover: The Cell Theory 042 Cells: Discovery of Cell Theory: Video: Cell History 043 Cells: Discovery of Cell Theory: Discover: The Scientists behind Cell Theory 046 Cells: Discovery of Cell Theory: What Did I Learn? 047 Cells: Discovery of Cells Theory	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.A3	Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.	Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems. SCI071 Science 7A NGSS 015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 018 Matter: Atoms to Molecules: Checkpoint 3 023 Matter: Modeling Molecules: Polymers 025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4 031 Matter: Project and Exam: Unit 1 Review 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 062 States and Phases of Matter: Project and Exam: Unit 2 Review 065 Chemical Reactions: Reactions: Chemical Reactions 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 084 Chemical Reaction	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.B1	Explain how the use of technology can have consequences that affect humans in many ways.	Explain how the use of technology can have consequences that affect humans in many ways. SCI071 Science 7A NGSS 015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 018 Matter: Atoms to Molecules: Checkpoint 3 023 Matter: Modeling Molecules: Polymers 025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4 031 Matter: Project and Exam: Unit 1 Review 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 062 States and Phases of Matter: Project and Exam: Unit 2 Review 065 Chemical Reactions: Reactions: Chemical Reactions 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 084 Chemical Reactions: Energy in Reactions	The greenhouse effectLPM

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.B2	Explain how decisions to develop and use technologies may be influenced by environmental and economic concerns.	Explain how decisions to develop and use technologies may be influenced by environmental and economic concerns. SCI071 Science 7A NGSS 162 Chemical Reactions in Industry: Synthetic Building Materials Industry: Synthetic Building Materials 163 Chemical Reactions in Industry: Synthetic Building Materials Industry: Checkpoint 26 164 Chemical Reactions in Industry: Synthetic Building Materials Industry: Impacts of Synthetic Building Materials 165 Chemical Reactions in Industry: Synthetic Building Materials Industry: Lesson Review 166 Chemical Reactions in Industry: Synthetic Building Materials Industry: Big Questions 168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 169 Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic 171 Chemical Reactions in Industry: Plastic Industry: Discussion Board 173 Chemical Reactions in Industry: Synthetic Materials' Impact: Project: Impact of Aluminum Research Tab	Explore the engineering-design process: going to the Moon! RBV The greenhouse effect LPM

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.B3	Describe how invention and innovation lead to changes in society and the creation of new needs and wants.	Describe how invention and innovation lead to changes in society and the creation of new needs and wants. SCI071 Science 7A NGSS 168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 169 Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic 177 Chemical Reactions in Industry: Synthetic Materials' Impact: Unit 6 Review 191 Chemical Reactions in Industry: Final Exam: Unit 6 Final Exam Review SCI072 Science 7B NGSS 086 Resources on Earth: Amount of Resources: Limited and Nonrenewable Resources 087 Resources on Earth: Amount of Resources: Resource Challenges 092 Resources on Earth: Amount of Resources: Checkpoint 14 094 Resources on Earth: Project and Exam: Unit 3 Review 114 Hazards on Earth: Natural Hazard: Earthquake: Reducing Earthquake Damage 115 Hazards on Earth: Natural Hazard: Earthquake: Checkpoint 18 127 Hazards on Earth: Project and Exam: Unit 4 Review 172 Geology in the 21st Century	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.B4	Explain how many inventions and innovations have evolved by using deliberate and methodical processes of tests and refinements.	<p>Explain how many inventions and innovations have evolved by using deliberate and methodical processes of tests and refinements.</p> <p>SCI071 Science 7A NGSS</p> <p>168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 169 Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material</p> <p>170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic</p> <p>177 Chemical Reactions in Industry: Synthetic Materials' Impact: Unit 6 Review</p> <p>191 Chemical Reactions in Industry: Final Exam: Unit 6 Final Exam Review</p> <p>SCI072 Science 7B NGSS</p> <p>086 Resources on Earth: Amount of Resources: Limited and Nonrenewable Resources 092 Resources on Earth: Amount of Resources: Checkpoint 14</p> <p>094 Resources on Earth: Project and Exam: Unit 3 Review</p> <p>114 Hazards on Earth: Natural Hazard: Earthquake: Reducing Earthquake Damage</p> <p>115 Hazards on Earth: Natural Hazard: Earthquake: Checkpoint 18 127 Hazards on Earth: Project and Exam: Unit 4 Review</p> <p>172 Geology in the 21st Century: Technology in the Present Day: Checkpoint 27</p> <p>175</p>	<p>Identify parts of the engineering-design process BD2</p> <p>Use data from tests to compare engineering-design solutions 9MG</p> <p>Explore the engineering-design process: going to the Moon! RBV</p>

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.C1	Describe how design, as a creative planning process, leads to useful products and systems.	Describe how design as a creative planning process leads to useful products and systems. SCI071 Science 7A NGSS 024 Matter: Modeling Molecules: Project: 3-D Models Pre-Lab 028 Matter: Project and Exam: Project: 3-D Models 084 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Background and Procedures 086 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Virtual Lab 088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up 091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures 092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab 094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up 099 Chemistry of the Human Body: Food and Respiration: Project: Matter and Energy Model - Animals Part 1 107 Chemistry of the Human Body: Oxygen's Role: Project: Matter and Energy Model - Animals Part 2 114 Chemistry of the Human Body: Supporting Grow	Identify parts of the engineering-design processBD2 Explore the engineering-design process: going to the Moon!RBV

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.C2	Explain how modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	<p>Explain how modeling testing evaluating and modifying are used to transform ideas into practical solutions.</p> <p>SCI071 Science 7A NGSS</p> <p>024 Matter: Modeling Molecules: Project: 3-D Models Pre-Lab 028 Matter: Project and Exam: Project: 3-D Models</p> <p>029 Matter: Project and Exam: Project: 3-D Models Upload</p> <p>030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 084</p> <p>Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Background and Procedures</p> <p>086 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Virtual Lab</p> <p>087 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Data Table Upload</p> <p>088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up</p> <p>091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures</p> <p>092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab</p> <p>093 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Data Tables Upload</p> <p>094 Chemical Reactions</p>	<p>Identify parts of the engineering-design process BD2</p> <p>Use data from tests to compare engineering-design solutions 9MG</p> <p>Explore the engineering-design process: going to the Moon! RBV</p>

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.C3	Describe how troubleshooting as a problem-solving method may identify the cause of a malfunction in a technological system.	Describe how troubleshooting as a problem-solving method may identify the cause of a malfunction in a technological system. SCI071 Science 7A NGSS 024 Matter: Modeling Molecules: Project: 3-D Models Pre-Lab 028 Matter: Project and Exam: Project: 3-D Models 030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 084 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Background and Procedures 086 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Virtual Lab 088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up 091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures 092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab 094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up 099 Chemistry of the Human Body: Food and Respiration: Project: Matter and Energy Model - Animals Part 1 107 Chemistry of the Human Body: Oxygen's Role	Use data from tests to compare engineering-design solutions 9MG Explore the engineering-design process: going to the Moon! RBV

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.D1	Identify and collect information about everyday problems that can be solved by technology and generate ideas and requirements for solving a problem.	Identify and collect information about everyday problems that can be solved by technology and generate ideas and requirements for solving a problem. SCI071 Science 7A NGSS 015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 018 Matter: Atoms to Molecules: Checkpoint 3 023 Matter: Modeling Molecules: Polymers 025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4 031 Matter: Project and Exam: Unit 1 Review 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 062 States and Phases of Matter: Project and Exam: Unit 2 Review 065 Chemical Reactions: Reactions: Chemical Reactions 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 084 Chemical Reactions	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.D2	Select and safely use appropriate tools, products and systems for specific tasks.	Select and safely use appropriate tools products and systems for specific tasks. SCI071 Science 7A NGSS 024 Matter: Modeling Molecules: Project: 3-D Models Pre-Lab 028 Matter: Project and Exam: Project: 3-D Models 029 Matter: Project and Exam: Project: 3-D Models Upload 030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 032 States and Phases of Matter: Thermal Energy: Warm-Up Questions 037 States and Phases of Matter: Thermal Energy: Big Questions 058 States and Phases of Matter: Project and Exam: Project: Understanding Phase Changes Background and Procedures 059 States and Phases of Matter: Project and Exam: Project: Understanding Phase Changes Virtual Lab 061 States and Phases of Matter: Project and Exam: Project: Understanding Phase Changes Lab Write-Up 084 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Background and Procedures 086 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Virtual Lab 088 Chemical Reactions: Energy in Reactions	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.D3	Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology.	Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology. SCI071 Science 7A NGSS 015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 018 Matter: Atoms to Molecules: Checkpoint 3 023 Matter: Modeling Molecules: Polymers 025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4 031 Matter: Project and Exam: Unit 1 Review 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 062 States and Phases of Matter: Project and Exam: Unit 2 Review 065 Chemical Reactions: Reactions: Chemical Reactions 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 084 Chemical Reactions: Energy	The greenhouse effect LPM

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E1	Investigate recent advancements in medical technologies and their impact on quality of life.	Investigate recent advancements in medical technologies and their impact on quality of life. SCI081 Science 8A 137 Evolution: Natural and Artificial Selection: Discover: Natural Selection 144 Evolution: Natural and Artificial Selection: What Did I Learn? 145 Evolution: Natural and Artificial Selection: Checkpoint 18 199 Connections and Review: Genetic Engineering: GMO City Map 203 Connections and Review: Genetic Engineering: What Did I Learn? 204 Connections and Review: Genetic Engineering: Checkpoint 26 205 Connections and Review: Genetic Engineering: Discussion Board 206 Connections and Review: Genetic Technologies: Discover: Genetic Screening 207 Connections and Review: Genetic Technologies: Discover: Gene Therapy and Personalized Medicine 209 Connections and Review: Genetic Technologies: Discussion Board 210 Connections and Review: Genetic Technologies: What Did I Learn? 211 Connections and Review: Genetic Technologies: Checkpoint 27 212 Connections and Review: Bioscience in the 21st Century: Discover	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E2	Examine specialized equipment and practices used to improve the production of food, fiber, fuel, and other useful products and in the care of animals.	Examine specialized equipment and practices used to improve the production of food fiber fuel and other useful products and in the care of animals. SCI071 Science 7A NGSS 023 Matter: Modeling Molecules: Polymers 025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4 031 Matter: Project and Exam: Unit 1 Review 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 095 Chemical Reactions: Project and Exam: Unit 3 Review 162 Chemical Reactions in Industry: Synthetic Building Materials Industry: Synthetic Building Materials 163 Chemical Reactions in Industry: Synthetic Building Materials Industry: Checkpoint 26 164 Chemical Reactions in Industry: Synthetic Building Materials Industry: Impacts of Synthetic Building Materials 165 Chemical Reactions in Industry: Synthetic Building Materials Industry: Lesson Review 166 Chemical Reactions in Industry: Synthetic Building Materials Industry	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E3	Examine the efficiency of energy use in our environment	Examine the efficiency of energy use in our environment SCI072 Science 7B NGSS 087 Resources on Earth: Amount of Resources: Resource Challenges 092 Resources on Earth: Amount of Resources: Checkpoint 14 094 Resources on Earth: Project and Exam: Unit 3 Review 192 Geology in the 21st Century: Project and Exam: Unit 3 Final Exam Review SCI081 Science 8A 192 Ecology: Humans and the Environment: Discover: Human Impacts on the Environment 197 Ecology: Humans and the Environment: What Did I Learn? 198 Connections and Review: Genetic Engineering: Discover: Genetically Modified Organisms 203 Connections and Review: Genetic Engineering: What Did I Learn? 204 Connections and Review: Genetic Engineering: Checkpoint 26 218 Connections and Review: Review: Units 4-6: Review: Unit 5 219 Connections and Review: Review: Units 4-6: Review: Unit 6 221 Connections and Review: Review: Units 4-6: Zoom In! 223 Connections and Review: Review: Units 4-6: Review for Final Exam	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E4	Illustrate how information can be acquired and sent through a variety of technological sources, including print and electronic media.	Illustrate how information can be acquired and sent through a variety of technological sources including print and electronic media. SCI072 Science 7B NGSS 172 Geology in the 21st Century: Technology in the Present Day: Checkpoint 27 173 Geology in the 21st Century: Technology in the Present Day: Technology and Natural Hazards 176 Geology in the 21st Century: Technology in the Present Day: Lesson Review 188 Geology in the 21st Century: Project and Exam: Unit 6 Review 199 Geology in the 21st Century: Project and Final Exam: Unit 6 Final Exam Review SCI082 Science 8B 083 Physics: Electricity Magnetism and Energy: Waves: Discover: Behaviors of Waves 087 Physics: Electricity Magnetism and Energy: Waves: What Did I Learn? 088 Physics: Electricity Magnetism and Energy: Waves: Checkpoint 14 092 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit 3 Vocabulary Review 093 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit 3 Review 183 Chemistry: Wrap Up	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E5	Explain how processes, such as receiving, holding, storing, loading, moving, unloading, delivering, evaluating, marketing, managing and communicating are necessary for the entire system to operate efficiently.	<p>Explain how processes such as receiving holding storing loading moving unloading delivering evaluating marketing managing and communicating are necessary for the entire system to operate efficiently.</p> <p>SCI071 Science 7A NGSS</p> <p>077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions</p> <p>080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13</p> <p>095 Chemical Reactions: Project and Exam: Unit 3 Review</p> <p>168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic</p> <p>177 Chemical Reactions in Industry: Synthetic Materials' Impact: Unit 6 Review</p> <p>186 Chemical Reactions in Industry: Final Exam: Unit 3 Final Exam Review</p> <p>191 Chemical Reactions in Industry: Final Exam: Unit 6 Final Exam Review</p> <p>SCI082 Science 8B</p> <p>053 Physics: Forces and Newton's Laws: Acceleration and Newton's Second Law of Motion: Discover: Solving Problems with Newton's Second Law</p> <p>055 Physics: Forces and Newton's Laws: Acceleration and New</p>	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E6	Examine the processes involved in extracting (e.g., harvesting, drilling, mining) raw materials from the earth for use in manufacturing processes.	Examine the processes involved in extracting (e.g. harvesting drilling mining) raw materials from the earth for use in manufacturing processes. SCI071 Science 7A NGSS 173 Chemical Reactions in Industry: Synthetic Materials' Impact: Project: Impact of Aluminum Research Table Upload 174 Chemical Reactions in Industry: Synthetic Materials' Impact: Project: Impact of Aluminum 176 Chemical Reactions in Industry: Synthetic Materials' Impact: Project: Impact of Aluminum Write-Up 178 Chemical Reactions in Industry: Review: Project: Impact of Aluminum Recycling Research Table Upload 179 Chemical Reactions in Industry: Review: Project: Impact of Aluminum Recycling 180 Chemical Reactions in Industry: Review: Project: Impact of Aluminum Recycling Write-Up SCI072 Science 7B NGSS 080 Resources on Earth: Resources and Their Locations: Uneven Distribution of Resources 082 Resources on Earth: Resources and Their Locations: Lesson Review 083 Resources on Earth: Resources and Their Locations: Checkpoint 13 087 Resources on Earth	

7th Grade Science Alignment

PA Core Standard	PA Description	Course Location	Location (IXL)
3.4.7.E7	Examine subsystems found in the construction of a building.	Examine subsystems found in the construction of a building. SCI072 Science 7B NGSS 114 Hazards on Earth: Natural Hazard: Earthquake: Reducing Earthquake Damage 115 Hazards on Earth: Natural Hazard: Earthquake: Checkpoint 18 125 Hazards on Earth: Project and Exam: Project: Forecasting Disaster 126 Hazards on Earth: Project and Exam: Project: Forecasting Disaster Write-Up 127 Hazards on Earth: Project and Exam: Unit 4 Review 193 Geology in the 21st Century: Project and Exam: Unit 4 Final Exam Review SCI071 Science 7A NGSS 162 Chemical Reactions in Industry: Synthetic Building Materials Industry: Synthetic Building Materials 163 Chemical Reactions in Industry: Synthetic Building Materials Industry: Checkpoint 26 164 Chemical Reactions in Industry: Synthetic Building Materials Industry: Impacts of Synthetic Building Materials 165 Chemical Reactions in Industry: Synthetic Building Materials Industry: Lesson Review 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic 177 Chemical Reactions in Industry	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.1.8.A8	CHANGE AND CONSTANCY Explain mechanisms organisms use to adapt to their environment.	(CHANGE AND CONSTANCY) Explain mechanisms organisms use to adapt to their environment. SCI071 Science 7A NGSS 099 Chemistry of the Human Body: Food and Respiration: Project: Matter and Energy Model - Animals Part 1 107 Chemistry of the Human Body: Oxygen's Role: Project: Matter and Energy Model - Animals Part 2 114 Chemistry of the Human Body: Supporting Growth: Project: Matter and Energy Model - Animals Part 3 119 Chemistry of the Human Body: Animals and Energy: Animals and Food 121 Chemistry of the Human Body: Animals and Energy: Project: Matter and Energy Model - Animals Part 4 122 Chemistry of the Human Body: Animals and Energy: Checkpoint 19 124 Chemistry of the Human Body: Project and Exam: Project: Matter and Energy Model - Animals Lab Write-Up 125 Chemistry of the Human Body: Project and Exam: Project: Matter and Energy Model - Animals Part 5 127 Chemistry of the Human Body: Project and Exam: Unit 4 Review 129 Photosynthesis: Plant Energy and Growth: Plants and Energy 130 Photosynthesis: Plant Energy	Introduction to natural selection PZR Construct explanations of natural selection SLN

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.1.8.A9	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.</p>		
3.1.8.B6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.</p>		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.1.8.C1	Explain how reproductive success coupled with advantageous traits over many generations contributes to natural selection.	<p>Explain how reproductive success coupled with advantageous traits over many generations contributes to natural selection.</p> <p>SCI081 Science 8A</p> <p>076 Cells: Reproduction and Division: Discover: Reproduction 081 Cells: Reproduction and Division: What Did I Learn?</p> <p>117 Heredity: Review: Units 1-3: Review: Unit 2</p> <p>131 Evolution: Charles Darwin: Discover: Interpretation of Darwin's Observations</p> <p>135 Evolution: Charles Darwin: What Did I Learn? 136 Evolution: Charles Darwin: Checkpoint 17</p> <p>137 Evolution: Natural and Artificial Selection: Discover: Natural Selection</p> <p>138 Evolution: Natural and Artificial Selection: Explore: Natural Selection</p> <p>139 Evolution: Natural and Artificial Selection: Discover: Sexual and Artificial Selection</p> <p>140 Evolution: Natural and Artificial Selection: Vocab Matchup 144</p> <p>Evolution: Natural and Artificial Selection: What Did I Learn? 145 Evolution: Natural and Artificial Selection: Checkpoint 18 155 Evolution: The Effects of Mutation: Discover: Mutations and Evolution</p> <p>158 Evolution: The Effects of Mutations</p>	<p>How can animal behaviors affect reproductive success? Identify evidence to support a claim 4J2</p> <p>Introduction to natural selection PZR</p> <p>Construct explanations of natural selection SLN</p>

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.1.8.C4	Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.		
3.2.8.A1	Differentiate between mass and weight.	Differentiate between mass and weight. SCI082 Science 8B 038 Physics: Forces and Newton's Laws: Forces: Discover: Contact and Field Forces 041 Physics: Forces and Newton's Laws: Forces: What Did I Learn? 042 Physics: Forces and Newton's Laws: Forces: Checkpoint 07 061 Physics: Forces and Newton's Laws: Project Review and Unit Exam: Unit 2 Review 101 Chemistry: Matter and Properties: States of Matter: Discover: Density 104 Chemistry: Matter and Properties: States of Matter: What Did I Learn? 105 Chemistry: Matter and Properties: States of Matter: Checkpoint 17 125 Chemistry: Matter and Properties: Project and Exam: Unit 4 Review 182 Chemistry: Wrap Up: Review and Unit Exam: Unit 2 Review 184 Chemistry: Wrap Up: Review and Unit Exam: Unit 4 Review	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.A2	Identify characteristics of elements derived from the periodic table.	Identify characteristics of elements derived from the periodic table. SCI071 Science 7A NGSS 009 Matter: Understanding Atoms: Elements and Atoms 011 Matter: Understanding Atoms: Checkpoint 2 015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 018 Matter: Atoms to Molecules: Checkpoint 3 031 Matter: Project and Exam: Unit 1 Review 182 Chemical Reactions in Industry: Review: Unit 1 Final Exam Review SCI081 Science 8A 034 Scientific Processes: Building Blocks of Matter: Discover: Atoms and Molecules 040 Scientific Processes: Building Blocks of Matter: What Did I Learn? 116 Heredity: Review: Units 1-3: Review: Unit 1 SCI082 Science 8B 134 Chemistry: Elements Compounds and Mixtures: The Periodic Table: Discover: Development of the Periodic Table 135 Chemistry: Elements Compounds and Mixtures: The Periodic Table: Discover: Trends in the Periodic Table 136 Chemistry: Elements Compounds and Mixtures: The Periodic Table: Discover: Groups in the Periodic Table 137 Chemistry	What are atoms and chemical elements? CJH

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.A3	Explain how changes in matter are accompanied by changes in energy.	Explain how changes in matter are accompanied by changes in energy. SCI071 Science 7A NGSS 033 States and Phases of Matter: Thermal Energy: Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 039 States and Phases of Matter: States of Matter: States of Matter: Gas 040 States and Phases of Matter: States of Matter: States of Matter: Liquid 041 States and Phases of Matter: States of Matter: States of Matter: Solid 042 States and Phases of Matter: States of Matter: Lesson Review 043 States and Phases of Matter: States of Matter: Big Questions 044 States and Phases of Matter: States of Matter: Checkpoint 7 045 States and Phases of Matter: Phase Changes: Warm-Up Questions 046 States and Phases of Matter: Phase Changes: Big Questions 047 States and Phases of Matter: Phase Changes: Phase Changes: Increasing Thermal Energy 048 States and Phases of Matter: Phase Changes: Phases Changes: Decreasing Thermal Energy 049 States and Phases of Matter: Phase Changes	Particle motion and changes of state EXB

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.A4	Compare and contrast physical and chemical changes in terms of products.	Compare and contrast physical and chemical changes in terms of products. SCI071 Science 7A NGSS 047 States and Phases of Matter: Phase Changes: Phase Changes: Increasing Thermal Energy 048 States and Phases of Matter: Phase Changes: Phases Changes: Decreasing Thermal Energy 049 States and Phases of Matter: Phase Changes: Lesson Review 050 States and Phases of Matter: Phase Changes: Checkpoint 8 053 States and Phases of Matter: Representing Phase Changes: Modeling Physical Change 054 States and Phases of Matter: Representing Phase Changes: Lesson Review 055 States and Phases of Matter: Representing Phase Changes: Checkpoint 9 062 States and Phases of Matter: Project and Exam: Unit 2 Review 063 Chemical Reactions: Reactions: Warm-Up Questions 064 Chemical Reactions: Reactions: Big Questions 065 Chemical Reactions: Reactions: Chemical Reactions 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 070 Chemical Reactions: Properties: Big Questions 072 Chemical Reactions	Compare physical and chemical changes B6V

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.A6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.</p>		
3.2.8.B1	<p>Explain how inertia is a measure of an object's mass. Explain how momentum is related to the forces acting on an object.</p>		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.B2	Identify situations where kinetic energy is transformed into potential energy, and vice versa.	Identify situations where kinetic energy is transformed into potential energy and vice versa. SCI071 Science 7A NGSS 004 Matter: Matter and Energy: Types of Energy 005 Matter: Matter and Energy: Lesson Review 006 Matter: Matter and Energy: Checkpoint 1 031 Matter: Project and Exam: Unit 1 Review 033 States and Phases of Matter: Thermal Energy: Heat Thermal Energy and Temperature 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 039 States and Phases of Matter: States of Matter: States of Matter: Gas 040 States and Phases of Matter: States of Matter: States of Matter: Liquid 041 States and Phases of Matter: States of Matter: States of Matter: Solid 042 States and Phases of Matter: States of Matter: Lesson Review 043 States and Phases of Matter: States of Matter: Big Questions 044 States and Phases of Matter: States of Matter: Checkpoint 7 045 States and Phases of Matter: Phase Changes: Warm-Up Questions	Explore energy transformations: roller coaster ride SDJ Explore energy transformations: bike ride X9K

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.B3	Explain how changes in temperature are accompanied by changes in kinetic energy.	Explain how changes in temperature are accompanied by changes in kinetic energy. SCI071 Science 7A NGSS 047 States and Phases of Matter: Phase Changes: Phase Changes: Increasing Thermal Energy 048 States and Phases of Matter: Phase Changes: Phases Changes: Decreasing Thermal Energy 049 States and Phases of Matter: Phase Changes: Lesson Review 050 States and Phases of Matter: Phase Changes: Checkpoint 8 052 States and Phases of Matter: Representing Phase Changes: Phase Change Diagrams 053 States and Phases of Matter: Representing Phase Changes: Modeling Physical Change 054 States and Phases of Matter: Representing Phase Changes: Lesson Review 055 States and Phases of Matter: Representing Phase Changes: Checkpoint 9 057 States and Phases of Matter: Project and Exam: Warm-Up Questions 058 States and Phases of Matter: Project and Exam: Project: Understanding Phase Changes Background and Procedures 059 States and Phases of Matter: Project and Exam: Project: Understanding Phase Changes Virtual Lab 060 States and Phase Changes	How does particle motion affect temperature? 6LH Identify how particle motion affects temperature and pressure A5L

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.B4	Compare and contrast atomic properties of conductors and insulators.	Compare and contrast atomic properties of conductors and insulators. SCI082 Science 8B 069 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Discover: Electricity and Magnetism 071 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: What Did I Learn? 072 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Checkpoint 12 093 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit 3 Review 107 Chemistry: Matter and Properties: Physical Properties of Matter: Discover: Physical Properties of Matter 109 Chemistry: Matter and Properties: Physical Properties of Matter: Lesson 18 Vocabulary Review 110 Chemistry: Matter and Properties: Physical Properties of Matter: What Did I Learn? 111 Chemistry: Matter and Properties: Physical Properties of Matter: Checkpoint 18 115 Chemistry: Matter and Properties: Chemical Properties of Matter: Project: Physical Property Exploration Experiment 1: Pre- Lab 116 Chemistry: Matter and Properties	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.B6	PATTERNS Explain how physics principles underlie everyday phenomena and important technologies.	<p>(PATTERNS) Explain how physics principles underlie everyday phenomena and important technologies.</p> <p>SCI082 Science 8B</p> <p>001 Physics: Intro to Physics: The History of Physics: Discussion Board</p> <p>003 Physics: Intro to Physics: The History of Physics: Video: The Antikythera Mechanism</p> <p>004 Physics: Intro to Physics: The History of Physics: Discover: The Scientific Revolution</p> <p>006 Physics: Intro to Physics: The History of Physics: What Did I Learn?</p> <p>007 Physics: Intro to Physics: The History of Physics: Checkpoint 01</p> <p>008 Physics: Intro to Physics: Velocity and Speed: Discussion Board</p> <p>010 Physics: Intro to Physics: Velocity and Speed: Discover: Velocity and Speed</p> <p>012 Physics: Intro to Physics: Velocity and Speed: What Did I Learn?</p> <p>013 Physics: Intro to Physics: Velocity and Speed: Checkpoint 02 014 Physics: Intro to Physics: Graphs of Simple Motion: Discussion Board</p> <p>019 Physics: Intro to Physics: Velocity and Acceleration: Discover: Acceleration</p> <p>020 Physics: Intro to Physics: Velocity and Acceleration: Discussion Board</p> <p>022</p>	<p>Explore energy transformations: roller coaster ride SDJ</p> <p>Explore energy transformations: bike ride X9K</p>

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.2.8.B7	Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.		
3.3.8.A1	Distinguish between physical and chemical weathering. Compare and contrast the types of energy that drive Earth systems.		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.3.8.A2	Describe renewable and nonrenewable energy resources.	Describe renewable and nonrenewable energy resources. SCI072 Science 7B NGSS 079 Resources on Earth: Resources and Their Locations: Resource Needs 082 Resources on Earth: Resources and Their Locations: Lesson Review 083 Resources on Earth: Resources and Their Locations: Checkpoint 13 085 Resources on Earth: Amount of Resources: Big Questions 086 Resources on Earth: Amount of Resources: Limited and Nonrenewable Resources 087 Resources on Earth: Amount of Resources: Resource Challenges 088 Resources on Earth: Amount of Resources: Project: Reasons for the Uneven Distribution of Resources 090 Resources on Earth: Amount of Resources: Project: Reasons for the Uneven Distribution of Resources Write-Up 091 Resources on Earth: Amount of Resources: Discussion Board 092 Resources on Earth: Amount of Resources: Checkpoint 14 093 Resources on Earth: Project and Exam: Warm-Up Questions 094 Resources on Earth: Project and Exam: Unit 3 Review 099 Hazards on Earth: Structure of the Earth: Warm-Up Questions 172 Geology	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.3.8.A3	Explain how matter on earth is conserved throughout the geological processes over time.	<p>Explain how matter on earth is conserved throughout the geological processes over time.</p> <p>SCI072 Science 7B NGSS</p> <p>069 Resources on Earth: Earth's Features: Project: Modeling the Rock Cycle Part 1</p> <p>075 Resources on Earth: Rocks and Other Materials: Project: Modeling the Rock Cycle Part 2</p> <p>079 Resources on Earth: Resources and Their Locations: Resource Needs</p> <p>081 Resources on Earth: Resources and Their Locations: Project: Modeling the Rock Cycle Part 3</p> <p>082 Resources on Earth: Resources and Their Locations: Lesson Review</p> <p>083 Resources on Earth: Resources and Their Locations: Checkpoint 13</p> <p>089 Resources on Earth: Amount of Resources: Project: Modeling the Rock Cycle Part 4</p> <p>094 Resources on Earth: Project and Exam: Unit 3 Review</p> <p>096 Resources on Earth: Project and Exam: Project: Modeling the Rock Cycle Part 5</p> <p>097 Resources on Earth: Project and Exam: Project: Modeling the Rock Cycle Diorama Upload</p> <p>098 Resources on Earth: Project and Exam: Project: Modeling the Rock Cycle Lab Write-Up</p> <p>192 Geology in the 21st Century</p>	<p>Label Earth features at tectonic plate boundaries WDW</p> <p>Describe tectonic plate boundaries around the world NF6</p>

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.3.8.A4	Explain how the oceans form one interconnected circulation system powered by wind, tides, the Earth's rotation, and water density differences.	<p>Explain how the oceans form one interconnected circulation system powered by wind tides the Earth's rotation and water density differences.</p> <p>SCI082 Science 8B</p> <p>094 Chemistry: Matter and Properties: The History of Chemistry: Discussion Board</p> <p>100 Chemistry: Matter and Properties: States of Matter: Discussion Board</p> <p>108 Chemistry: Matter and Properties: Physical Properties of Matter: Discussion Board</p> <p>112 Chemistry: Matter and Properties: Chemical Properties of Matter: Discussion Board</p> <p>120 Chemistry: Matter and Properties: Project and Exam: Discussion Board</p>	
3.3.8.A5	Explain how the curvature of the earth contributes to climate. Compare and contrast water vapor, clouds, and humidity.		
3.3.8.A6	<p>CHANGES Explain changes in earth systems in terms of energy transformation and transport.</p> <p>MODELS Explain how satellite images, models, and maps are used to identify Earth resources.</p>		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.3.8.A7	Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.3.8.B1	Explain how light, measured remotely, can be used to classify objects in the universe.	<p>Explain how light measured remotely can be used to classify objects in the universe.</p> <p>SCI081 Science 8A</p> <p>001 Scientific Processes: Scientific Thinking: Discover: Observation vs. Inference</p> <p>007 Scientific Processes: Scientific Thinking: What Did I Learn? 008 Scientific Processes: Scientific Thinking: Checkpoint 01</p> <p>010 Scientific Processes: Scientific Processes and Communication: Discover: Claims Evidence and Reasoning</p> <p>116 Heredity: Review: Units 1-3: Review: Unit 1 SCI082 Science 8B</p> <p>001 Physics: Intro to Physics: The History of Physics: Discussion Board</p> <p>008 Physics: Intro to Physics: Velocity and Speed: Discussion Board</p> <p>014 Physics: Intro to Physics: Graphs of Simple Motion: Discussion Board</p> <p>020 Physics: Intro to Physics: Velocity and Acceleration: Discussion Board</p> <p>025 Physics: Intro to Physics: Project Review and Unit Exam: Discussion Board</p> <p>SCI072 Science 7B NGSS</p> <p>172 Geology in the 21st Century: Technology in the Present Day: Checkpoint 27</p> <p>173 Geology in the 21st Century: Technology in the Present Day</p>	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.3.8.B2	SCALE AND MEASUREMENT Explain measurements and evidence indicating the age of the universe.	(SCALE AND MEASUREMENT) Explain measurements and evidence indicating the age of the universe. SCI082 Science 8B 081 Physics: Electricity Magnetism and Energy: Waves: Discover: Waves and Their Properties 087 Physics: Electricity Magnetism and Energy: Waves: What Did I Learn? 088 Physics: Electricity Magnetism and Energy: Waves: Checkpoint 14 093 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit 3 Review 183 Chemistry: Wrap Up: Review and Unit Exam: Unit 3 Review	
3.3.8.B3	Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.A1	Analyze the development of technology based on affordability or urgency.	Analyze the development of technology based on affordability or urgency. SCI071 Science 7A NGSS 168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 169 Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic 177 Chemical Reactions in Industry: Synthetic Materials' Impact: Unit 6 Review 191 Chemical Reactions in Industry: Final Exam: Unit 6 Final Exam Review SCI072 Science 7B NGSS 086 Resources on Earth: Amount of Resources: Limited and Nonrenewable Resources 087 Resources on Earth: Amount of Resources: Resource Challenges 092 Resources on Earth: Amount of Resources: Checkpoint 14 094 Resources on Earth: Project and Exam: Unit 3 Review 114 Hazards on Earth: Natural Hazard: Earthquake: Reducing Earthquake Damage 115 Hazards on Earth: Natural Hazard: Earthquake: Checkpoint 18 127 Hazards on Earth: Project and Exam: Unit 4 Review 172 Geology in the 21st Century: Technology in the Present Day	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.A2	Explain how controls are steps that people perform using information about the system that causes systems to change.	<p>Explain how controls are steps that people perform using information about the system that causes systems to change.</p> <p>SCI082 Science 8B</p> <p>115 Chemistry: Matter and Properties: Chemical Properties of Matter: Project: Physical Property Exploration Experiment 1: Pre- Lab</p> <p>121 Chemistry: Matter and Properties: Project and Exam: Project: Physical Property Exploration Experiment 1: Project</p> <p>122 Chemistry: Matter and Properties: Project and Exam: Project: Physical Property Exploration Experiment 1: Chemistry Lab</p> <p>124 Chemistry: Matter and Properties: Project and Exam: Project: Physical Property Exploration Experiment 1: Lab Write-Up</p> <p>149 Chemistry: Elements Compounds and Mixtures: Mixtures: Project: Physical Property Exploration Experiment 2: Pre-Lab</p> <p>155 Chemistry: Elements Compounds and Mixtures: Project and Exam: Project: Physical Property Exploration Experiment 2: Project</p> <p>157 Chemistry: Elements Compounds and Mixtures: Project and Exam: Project: Physical Property Exploration Experiment 2: Lab Write-Up</p>	
3.4.8.A3	Compare how a product, system, or environment developed for one setting may be applied to another setting.		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.B1	Evaluate the societal implications of the management of waste produced by technology.	Evaluate the societal implications of the management of waste produced by technology. SCI072 Science 7B NGSS 087 Resources on Earth: Amount of Resources: Resource Challenges 092 Resources on Earth: Amount of Resources: Checkpoint 14 094 Resources on Earth: Project and Exam: Unit 3 Review 172 Geology in the 21st Century: Technology in the Present Day: Checkpoint 27 174 Geology in the 21st Century: Technology in the Present Day: Big Questions 175 Geology in the 21st Century: Technology in the Present Day: Responsible Use of Technology 176 Geology in the 21st Century: Technology in the Present Day: Lesson Review 177 Geology in the 21st Century: Technology and Nature: Warm-Up Questions 178 Geology in the 21st Century: Technology and Nature: Technology: Learning from Nature 180 Geology in the 21st Century: Technology and Nature: Lesson Review 182 Geology in the 21st Century: Technology and Nature: Checkpoint 28 188 Geology in the 21st Century: Project and Exam: Unit 6 Review 192 Geology in the 21st Century: Project	The greenhouse effect HWX

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.B2	Compare and contrast decisions to develop and use technologies as related to environmental and economic concerns.	<p>Compare and contrast decisions to develop and use technologies as related to environmental and economic concerns.</p> <p>SCI071 Science 7A NGSS</p> <p>162 Chemical Reactions in Industry: Synthetic Building Materials Industry: Synthetic Building Materials</p> <p>163 Chemical Reactions in Industry: Synthetic Building Materials Industry: Checkpoint 26</p> <p>164 Chemical Reactions in Industry: Synthetic Building Materials Industry: Impacts of Synthetic Building Materials</p> <p>165 Chemical Reactions in Industry: Synthetic Building Materials Industry: Lesson Review</p> <p>166 Chemical Reactions in Industry: Synthetic Building Materials Industry: Big Questions</p> <p>168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27</p> <p>169 Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material</p> <p>170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic</p> <p>171 Chemical Reactions in Industry: Plastic Industry: Discussion Board</p> <p>173 Chemical Reactions in Industry: Synthetic Materials' Impact: Project: Impact of Aluminum Research</p>	The greenhouse effect HWX
3.4.8.B3	Explain how throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies.	<p>Explain how throughout history new technologies have resulted from the demands values and interests of individuals businesses industries and societies.</p>	Explore the engineering-design process: going to the Moon! FW7

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.B4	Explain how societal and cultural priorities and values are reflected in technological devices.	<p>Explain how societal and cultural priorities and values are reflected in technological devices.</p> <p>SCI071 Science 7A NGSS</p> <p>015 Matter: Atoms to Molecules: Behavior of Atoms 016 Matter: Atoms to Molecules: Lesson Review 018 Matter: Atoms to Molecules: Checkpoint 3 023 Matter: Modeling Molecules: Polymers 025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4 031 Matter: Project and Exam: Unit 1 Review 035 States and Phases of Matter: Thermal Energy: Measuring Heat Thermal Energy and Temperature 036 States and Phases of Matter: Thermal Energy: Checkpoint 6 062 States and Phases of Matter: Project and Exam: Unit 2 Review 065 Chemical Reactions: Reactions: Chemical Reactions 067 Chemical Reactions: Reactions: Lesson Review 068 Chemical Reactions: Reactions: Checkpoint 11 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 084 Chemical Reactions: Energy in Reactions: Project</p>	Explore the engineering-design process: going to the Moon! FW7

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.C1	Evaluate the criteria and constraints of a design.	<p>Evaluate the criteria and constraints of a design.</p> <p>SCI071 Science 7A NGSS</p> <p>030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 088</p> <p>Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up</p> <p>091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures</p> <p>092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab</p> <p>094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up</p> <p>170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic</p> <p>SCI082 Science 8B</p> <p>021 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Designing a Balloon Car Pre-Lab</p> <p>023 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Discussion</p> <p>026 Physics: Intro to Physics: Project Review and Unit Exam: Project: Balloon Car Experiment 1: Lab Write-Up</p> <p>030 Physics: Intro to Physics: Project Review and Unit Exam: Project: Balloon Car Experiment 1</p>	<p>Identify parts of the engineering-design process 4B5</p> <p>Evaluate tests of engineering-design solutions HHM</p> <p>Explore the engineering-design process: going to the Moon! FW7</p>
3.4.8.C2	Explore the design process as a collaborative endeavor in which each person in the group presents his or her ideas in an open forum.		<p>Identify parts of the engineering-design process 4B5</p> <p>Explore the engineering-design process: going to the Moon!FW7</p>

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.C3	Analyze how a multi-disciplinary (STEM) approach to problem solving will yield greater results.	<p>Analyze how a multidisciplinary (STEM) approach to problem solving will yield greater results.</p> <p>SCI071 Science 7A NGSS</p> <p>024 Matter: Modeling Molecules: Project: 3-D Models Pre-Lab 028 Matter: Project and Exam: Project: 3-D Models</p> <p>030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 084 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Background and Procedures</p> <p>086 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Virtual Lab</p> <p>088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up</p> <p>091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures</p> <p>092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab</p> <p>094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up</p> <p>099 Chemistry of the Human Body: Food and Respiration: Project: Matter and Energy Model - Animals Part 1</p> <p>107 Chemistry of the Human Body: Oxygen's Role: Project: Matter and Energy Mode</p>	Explore the engineering-design process: going to the Moon! FW7

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.D1	Test and evaluate the solutions for a design problem.	Test and evaluate the solutions for a design problem. SCI071 Science 7A NGSS 030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up 091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures 092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab 094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic SCI082 Science 8B 021 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Designing a Balloon Car Pre-Lab 023 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Discussion 026 Physics: Intro to Physics: Project Review and Unit Exam: Project: Balloon Car Experiment 1: Lab Write-Up 030 Physics: Intro to Physics: Project Review and Unit Exam: Project: Balloon Car Experiment	Identify parts of the engineering-design process 4B5 Evaluate tests of engineering-design solutions HHM Use data from tests to compare engineering-design solutions AYN Explore the engineering-design process: going to the Moon! FW7

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.D2	Operate and maintain systems in order to achieve a given purpose.	Operate and maintain systems in order to achieve a given purpose. SCI071 Science 7A NGSS 030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up 091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures 092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab 094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic SCI082 Science 8B 021 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Designing a Balloon Car Pre-Lab 023 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Discussion 026 Physics: Intro to Physics: Project Review and Unit Exam: Project: Balloon Car Experiment 1: Lab Write-Up 030 Physics: Intro to Physics: Project Review and Unit Exam	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.D3	Interpret and evaluate the accuracy of the information obtained and determine its usefulness.	Interpret and evaluate the accuracy of the information obtained and determine its usefulness. SCI071 Science 7A NGSS 030 Matter: Project and Exam: Project: 3-D Models Lab Write-Up 088 Chemical Reactions: Energy in Reactions: Project: Designing a Cold Pack Lab Write-Up 091 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Background and Procedures 092 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Virtual Lab 094 Chemical Reactions: Project and Exam: Project: Improving a Cold Pack Lab Write-Up 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic SCI082 Science 8B 021 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Designing a Balloon Car Pre-Lab 023 Physics: Intro to Physics: Velocity and Acceleration: Project: Balloon Car Experiment 1: Discussion 026 Physics: Intro to Physics: Project Review and Unit Exam: Project: Balloon Car Experiment 1: Lab Write-Up 030 Physics: Intro to Physics: Project Review	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.E1	Analyze what technologies are used in genetic engineering and predict how it may change the future of medicine.	Analyze what technologies are used in genetic engineering and predict how it may change the future of medicine. SCI081 Science 8A 089 Heredity: Structure of DNA: Discussion Board 094 Heredity: Mendel and Heredity: Discussion Board 103 Heredity: Inheritance: Discussion Board 111 Heredity: Modern Genetics: Discussion Board 119 Heredity: Review: Units 1-3: Discussion Board 139 Evolution: Natural and Artificial Selection: Discover: Sexual and Artificial Selection 144 Evolution: Natural and Artificial Selection: What Did I Learn? 145 Evolution: Natural and Artificial Selection: Checkpoint 18 155 Evolution: The Effects of Mutation: Discover: Mutations and Evolution 158 Evolution: The Effects of Mutation: What Did I Learn? 198 Connections and Review: Genetic Engineering: Discover: Genetically Modified Organisms 199 Connections and Review: Genetic Engineering: GMO City Map 200 Connections and Review: Genetic Engineering: Vocab Review 201 Connections and Review: Genetic Engineering: Project: Species Discovery (Explore)	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.E2	Describe how biotechnology applies the principles of biology to create commercial products or processes.	Describe how biotechnology applies the principles of biology to create commercial products or processes. SCI081 Science 8A 139 Evolution: Natural and Artificial Selection: Discover: Sexual and Artificial Selection 144 Evolution: Natural and Artificial Selection: What Did I Learn? 145 Evolution: Natural and Artificial Selection: Checkpoint 18 198 Connections and Review: Genetic Engineering: Discover: Genetically Modified Organisms 199 Connections and Review: Genetic Engineering: GMO City Map 203 Connections and Review: Genetic Engineering: What Did I Learn? 204 Connections and Review: Genetic Engineering: Checkpoint 26 205 Connections and Review: Genetic Engineering: Discussion Board 207 Connections and Review: Genetic Technologies: Discover: Gene Therapy and Personalized Medicine 209 Connections and Review: Genetic Technologies: Discussion Board 210 Connections and Review: Genetic Technologies: What Did I Learn? 211 Connections and Review: Genetic Technologies: Checkpoint 27 212 Connections and Review	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.E3	Examine power systems are used to drive and provide propulsion to other technological products or systems.	<p>Examine power systems are used to drive and provide propulsion to other technological products or systems.</p> <p>SCI082 Science 8B</p> <p>031 Physics: Forces and Newton's Laws: Graphs of Complex Motion: Discussion Prompt: Friction</p> <p>032 Physics: Forces and Newton's Laws: Graphs of Complex Motion: Discussion Board</p> <p>037 Physics: Forces and Newton's Laws: Forces: Discussion Board 043 Physics: Forces and Newton's Laws: Newton's First Law of Motion: Discussion Board 051 Physics: Forces and Newton's Laws: Acceleration and Newton's Second Law of Motion: Discussion Board</p> <p>057 Physics: Forces and Newton's Laws: Project Review and Unit Exam: Discussion Board</p> <p>069 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Discover: Electricity and Magnetism</p> <p>071 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: What Did I Learn?</p> <p>072 Physics: Electricity Magnetism and Energy: Electricity and Magnetism: Checkpoint 12</p> <p>093 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit</p>	
3.4.8.E4	Describe how the design of the message is influenced by such factors as the intended audience, medium, purpose, and nature of the message.		

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.E5	Describe how governmental regulations influence the design, operation and efficiency of transportation systems.	Describe how governmental regulations influence the design operation and efficiency of transportation systems. SCI071 Science 7A NGSS 077 Chemical Reactions: Examining Chemical Reactions: Evidence of Chemical Reactions 080 Chemical Reactions: Examining Chemical Reactions: Checkpoint 13 095 Chemical Reactions: Project and Exam: Unit 3 Review 168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic 177 Chemical Reactions in Industry: Synthetic Materials' Impact: Unit 6 Review 186 Chemical Reactions in Industry: Final Exam: Unit 3 Final Exam Review 191 Chemical Reactions in Industry: Final Exam: Unit 6 Final Exam Review SCI082 Science 8B 053 Physics: Forces and Newton's Laws: Acceleration and Newton's Second Law of Motion: Discover: Solving Problems with Newton's Second Law 055 Physics: Forces and Newton's Laws: Acceleration and Newton's Second Law of Motion: What Did I Learn? 056 Physics: Forces and Newton's Laws: Acceleration	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.E6	Analyze the steps involved in the manufacturing process (e.g., design, development, production, marketing and servicing of products and systems).	<p>Analyze the steps involved in the manufacturing process (e.g. design development production marketing and servicing of products and systems).</p> <p>SCI071 Science 7A NGSS</p> <p>023 Matter: Modeling Molecules: Polymers</p> <p>025 Matter: Modeling Molecules: Lesson Review 026 Matter: Modeling Molecules: Checkpoint 4</p> <p>031 Matter: Project and Exam: Unit 1 Review 162 Chemical Reactions in Industry: Synthetic Building Materials Industry: Synthetic Building Materials</p> <p>163 Chemical Reactions in Industry: Synthetic Building Materials Industry: Checkpoint 26</p> <p>164 Chemical Reactions in Industry: Synthetic Building Materials Industry: Impacts of Synthetic Building Materials</p> <p>165 Chemical Reactions in Industry: Synthetic Building Materials Industry: Lesson Review</p> <p>166 Chemical Reactions in Industry: Synthetic Building Materials Industry: Big Questions</p> <p>168 Chemical Reactions in Industry: Plastic Industry: Checkpoint 27 169 Chemical Reactions in Industry: Plastic Industry: Plastic as a Synthetic Material</p> <p>170 Chemical Reactions in Industry</p>	

8th Grade Science Alignment

PA Core Standard	PA Description	Strongmind	Location (IXL)
3.4.8.E7	Analyze factors that determine structural design (e.g., building laws and codes, style, convenience, cost, climate, and function).	Analyze factors that determine structural design (e.g. building laws and codes style convenience cost climate and function). SCI072 Science 7B NGSS 114 Hazards on Earth: Natural Hazard: Earthquake: Reducing Earthquake Damage 115 Hazards on Earth: Natural Hazard: Earthquake: Checkpoint 18 127 Hazards on Earth: Project and Exam: Unit 4 Review 193 Geology in the 21st Century: Project and Exam: Unit 4 Final Exam Review SCI071 Science 7A NGSS 170 Chemical Reactions in Industry: Plastic Industry: Impacts of Plastic SCI082 Science 8B 075 Physics: Electricity Magnetism and Energy: Energy: Discover: Conservation of Energy 079 Physics: Electricity Magnetism and Energy: Energy: What Did I Learn? 080 Physics: Electricity Magnetism and Energy: Energy: Checkpoint 13 093 Physics: Electricity Magnetism and Energy: Project Review and Unit Exam: Unit 3 Review 183 Chemistry: Wrap Up: Review and Unit Exam: Unit 3 Review	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.C1	Describe species as reproductively distinct groups of organisms. Analyze the role that geographic isolation can play in speciation. Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population. Describe how the degree of kinship between species can be inferred from the similarity in their DNA sequences.	Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population. SCI202 Biology B 001 Evolution; Biochemistry and Earth's Early History: What Should I Know? 002 Evolution; Biochemistry and Earth's Early History: Science Journal 003 Evolution; Biochemistry and Earth's Early History: Early Earth 004 Evolution; Biochemistry and Earth's Early History: Practice: Early Earth 007 Evolution; Biochemistry and Earth's Early History: The Origin of Cells 009 Evolution; Biochemistry and Earth's Early History: Practice: The Origin of Cells 011 Evolution; Biochemistry and Earth's Early History: Checkpoint 01 012 Evolution; Biochemistry and Earth's Early History: What Did I Learn? 013 Evolution; Darwin's Theory: What Should I Know? 014 Evolution; Darwin's Theory: Science Journal 015 Evolution; Darwin's Theory: The Theory of Evolution 016 Evolution; Darwin's Theory: Practice: The Theory of Evolution 017 Evolution; Darwin's Theory

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.C2	<p>Describe the theory suggesting that life on Earth arose as a single, primitive prokaryote about 4 billion years ago and that for the next 2 billion years, a huge diversity of single-celled organisms evolved. Analyze how increasingly complex, multicellular organisms evolved once cells with nuclei developed. Describe how mutations in sex cells may be passed on to successive generations and that the resulting phenotype may help, harm, or have little or no effect on the offspring's success in its environment. Describe the relationship between environmental changes and changes in the gene pool of a population.</p>	<p>Describe the theory suggesting that life on Earth arose as a single, primitive prokaryote about 4 billion years ago and that for the next 2 billion years, a huge diversity of single celled organisms evolved.</p> <p>SCI202 Biology B</p> <p>001 Evolution; Biochemistry and Earth's Early History: What Should I Know?</p> <p>002 Evolution; Biochemistry and Earth's Early History: Science Journal</p> <p>003 Evolution; Biochemistry and Earth's Early History: Early Earth</p> <p>004 Evolution; Biochemistry and Earth's Early History: Practice: Early Earth</p> <p>007 Evolution; Biochemistry and Earth's Early History: The Origin of Cells</p> <p>009 Evolution; Biochemistry and Earth's Early History: Practice: The Origin of Cells</p> <p>010 Evolution; Biochemistry and Earth's Early History: Vocabulary Review</p> <p>011 Evolution; Biochemistry and Earth's Early History: Checkpoint 01</p> <p>012 Evolution; Biochemistry and Earth's Early History: What Did I Learn? 013 Evolution; Darwin's Theory: What Should I Know? 014 Evolution; Darwin's Theory: Science Journal</p> <p>015 Evolution; Darwin's Theory</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.B3	Describe the basic structure of DNA, including the role of hydrogen bonding. Explain how the process of DNA replication results in the transmission and conservation of the genetic code. Describe how transcription and translation result in gene expression. Differentiate among the end products of replication, transcription, and translation. Cite evidence to support that the genetic code is universal.	<p>Explain how the process of DNA replication results in the transmission and conservation of the genetic code.</p> <p>SCI201 Biology A 250 Heredity; The Genetic Code: What Should I Know? 253 Heredity; The Genetic Code: DNA and RNA 255 Heredity; The Genetic Code: DNA at Work 256 Heredity; The Genetic Code: Practice: DNA at Work 259 Heredity; The Genetic Code: Vocabulary Review 260 Heredity; The Genetic Code: Checkpoint 24 261 Heredity; The Genetic Code: What Did I Learn? 263 Heredity; Mutations and Tying It All Together: What Should I Know? 264 Heredity; Mutations and Tying It All Together: Science Journal 265 Heredity; Mutations and Tying It All Together: Changes in DNA 266 Heredity; Mutations and Tying It All Together: Practice: Changes in DNA 269 Heredity; Mutations and Tying It All Together: Review: What Should I Know? 271 Heredity; Mutations and Tying It All Together: Review: DNA and Gene Expression 275 Heredity; Mutations and Tying It All Together: What Did I Learn? 280 Genetic Engineering and Review; Biotechnology</p>
3.1.B.A7	Analyze the importance of carbon to the structure of biological macromolecules. Compare and contrast the functions and structures of proteins, lipids, carbohydrates, and nucleic acids. Explain the consequences of extreme changes in pH and temperature on cell proteins.	<p>Explain the consequences of extreme changes in pH and temperature.</p> <p>SCI302 Chemistry B - 11th Grade 149 Thermodynamics and Reaction Kinetics: Buffer Solutions and Review: Science Journal 150 Thermodynamics and Reaction Kinetics: Buffer Solutions and Review: Buffer Solutions</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A9	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.B2	Describe how the process of meiosis results in the formation of haploid gametes and analyze the importance of meiosis in sexual reproduction. \Compare and contrast the function of mitosis and meiosis. \Illustrate that the sorting and recombining of genes in sexual reproduction results in a great variety of possible gene combinations in offspring.	<p>Illustrate that the sorting and recombining of genes in sexual reproduction results in a great variety of possible gene combinations in offspring.</p> <p>SCI201 Biology A</p> <p>064 A Look at Cells; Characteristics of Living Organisms: Characteristics of Life</p> <p>065 A Look at Cells; Characteristics of Living Organisms: Practice: Characteristics of Life</p> <p>167 Cell Division; Cell Division Basics: What Should I Know? 169 Cell Division; Cell Division Basics: Why Do Cells Divide? 170 Cell Division; Cell Division Basics: Practice: Why Do Cells Divide?</p> <p>174 Cell Division; Cell Division Basics: Discussion Board 175 Cell Division; Cell Division Basics: Vocabulary Review 176 Cell Division; Cell Division Basics: Checkpoint 16</p> <p>177 Cell Division; Cell Division Basics: What Did I Learn?</p> <p>208 Cell Division; Tying It All Together: Review: What Should I Know?</p> <p>210 Cell Division; Tying It All Together: Review: Cell Division</p> <p>211 Cell Division; Tying It All Together: Review: Chromosomes and Reproduction</p> <p>215 Cell Division; Tying It All Together</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.B5	<p>PATTERNS Describe how Mendel’s laws of segregation and independent assortment can be observed through patterns of inheritance. Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, codominant, sex-linked, polygenic, incomplete dominance, multiple alleles)</p> <p>CONSTANCY AND CHANGE Explain how the processes of replication, transcription, and translation are similar in all organisms. Explain how gene actions, patterns of heredity, and reproduction of cells and organisms account for the continuity of life.</p> <p>SCALE Demonstrate how inherited characteristics can be observed at the molecular, cellular, and organism levels.</p>	<p>(SCALE) Demonstrate how inherited characteristics can be observed at the molecular, cellular, and organism levels.</p> <p>SCI201 Biology A</p> <p>188 Cell Division; Regulating Cell Division: What Should I Know? 197 Cell Division; Regulating Cell Division: Checkpoint 18</p> <p>198 Cell Division; Regulating Cell Division: What Did I Learn? 208 Cell Division; Tying It All Together: Review: What Should I Know?</p> <p>210 Cell Division; Tying It All Together: Review: Cell Division 215 Cell Division; Tying It All Together: What Did I Learn?</p> <p>228 Heredity; Predicting Heredity: What Should I Know?</p> <p>230 Heredity; Predicting Heredity: Predicting Genetic Crosses 231 Heredity; Predicting Heredity: Practice: Predicting Genetic Crosses</p> <p>232 Heredity; Predicting Heredity: Practicing Punnett Squares 236 Heredity; Predicting Heredity: Vocabulary Review</p> <p>237 Heredity; Predicting Heredity: Checkpoint 22 238 Heredity; Predicting Heredity: What Did I Learn?</p> <p>239 Heredity; Exceptions to Mendel: What Should I Know? 240 Heredity; Exceptions to Mendel: Science Journal</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.C4	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.B4	Explain how genetic technologies have impacted the fields of medicine, forensics, and agriculture	Explain how genetic technologies have impacted the fields of medicine, forensics, and agriculture SCI201 Biology A 171 Cell Division; Cell Division Basics: Chromosomes 172 Cell Division; Cell Division Basics: Practice: Chromosomes 175 Cell Division; Cell Division Basics: Vocabulary Review 213 Cell Division; Tying It All Together: Discussion Board 217 Heredity; Introduction to Genetics: Science Journal 223 Heredity; Introduction to Genetics: Project 5: Genetic Disorders 234 Heredity; Predicting Heredity: Project 5: Genetic Disorders 235 Heredity; Predicting Heredity: Discussion Board 239 Heredity; Exceptions to Mendel: What Should I Know? 244 Heredity; Exceptions to Mendel: Enrichment: X-Linked Inheritance 245 Heredity; Exceptions to Mendel: Project 5: Genetic Disorders 246 Heredity; Exceptions to Mendel: Discussion Board 248 Heredity; Exceptions to Mendel: Checkpoint 23 249 Heredity; Exceptions to Mendel: What Did I Learn? 251 Heredity; The Genetic Code: Science Journal 257 Heredity; The Genetic Code

Biology Alignment

PA Standard Code	PA Description	Course Location
3.2.B.A6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A4	Summarize the stages of the cell cycle. Examine how interactions among the different molecules in the cell cause the distinct stages of the cell cycle which can also be influenced by other signaling molecules. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction. Compare and contrast a virus and a cell. Relate the stages of viral cycles to the cell cycle.	Summarize the stages of the cell cycle. SCI201 Biology A 075 A Look at Cells; Cell Size and Type: Cell Size 076 A Look at Cells; Cell Size and Type: Practice: Cell Size 079 A Look at Cells; Cell Size and Type: Project 2: Cell Size 080 A Look at Cells; Cell Size and Type: Submit Project 2: Cell Size 167 Cell Division; Cell Division Basics: What Should I Know? 168 Cell Division; Cell Division Basics: Science Journal 169 Cell Division; Cell Division Basics: Why Do Cells Divide? 170 Cell Division; Cell Division Basics: Practice: Why Do Cells Divide? 171 Cell Division; Cell Division Basics: Chromosomes 172 Cell Division; Cell Division Basics: Practice: Chromosomes 173 Cell Division; Cell Division Basics: Project 4: Onion Root Tip Lab 174 Cell Division; Cell Division Basics: Discussion Board 175 Cell Division; Cell Division Basics: Vocabulary Review 176 Cell Division; Cell Division Basics: Checkpoint 16 177 Cell Division; Cell Division Basics: What Did I Learn? 178 Cell Division; The Cell Cycle: What Should I Know?

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.C3	<p>CONSTANCY AND CHANGE Compare and contrast various theories of evolution. Interpret data from fossil records, anatomy and physiology, and DNA studies relevant to the theory of evolution.</p> <p>PATTERNS Discuss the implications of a universal genetic code for evolution.</p>	<p>(PATTERNS) Discuss the implications of a universal genetic code for evolution. SCI201 Biology A</p> <p>289 Genetic Engineering and Review; Current Perspectives in Biotechnology: What Should I Know?</p> <p>291 Genetic Engineering and Review; Current Perspectives in Biotechnology: Genomes and Genomics</p> <p>292 Genetic Engineering and Review; Current Perspectives in Biotechnology: Practice: Genomes and Genomics</p> <p>293 Genetic Engineering and Review; Current Perspectives in Biotechnology: The Future Today</p> <p>294 Genetic Engineering and Review; Current Perspectives in Biotechnology: Practice: The Future Today</p> <p>296 Genetic Engineering and Review; Current Perspectives in Biotechnology: Discussion Board</p> <p>298 Genetic Engineering and Review; Current Perspectives in Biotechnology: Checkpoint 27</p> <p>299 Genetic Engineering and Review; Current Perspectives in Biotechnology: What Did I Learn?</p> <p>316 Genetic Engineering and Review; Review II: What Did I Learn? 317 Genetic Engineering and Review; Final Exam: What Should I Know?</p> <p>320 Genetic Engineering and Review</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.2.B.B7	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A8	<p>CHANGE AND CONSTANCY Recognize that systems within cells and multicellular organisms interact to maintain homeostasis. PATTERNS Demonstrate the repeating patterns that occur in biological polymers. SYSTEMS Describe how the unique properties of water support life.</p>	<p>SYSTEMS Describe how the unique properties of water support life.</p> <p>SCI301 Chemistry A - 11th Grade</p> <p>018 Methods and Matter: Laboratory Skills: Project: Separating Salt Water Investigation</p> <p>030 Methods and Matter: Conversions and Calculations: Project: Separating Salt Water Investigation</p> <p>041 Methods and Matter: Study of Matter: Project: Separating Salt Water Investigation</p> <p>054 Methods and Matter: Connections and Review: Project: Separating Salt Water Investigation 055 Methods and Matter: Connections and Review: Submit Project: Separating Salt Water Investigation</p> <p>SCI302 Chemistry B - 11th Grade</p> <p>076 Solutions, Acids, and Bases: Properties of Acids and Bases: Special Properties of Water</p> <p>SCI201 Biology A</p> <p>035 How Science Works; The Chemistry of Life : What Should I Know?</p> <p>037 How Science Works; The Chemistry of Life : Atoms</p> <p>038 How Science Works; The Chemistry of Life : Bonds and Water 039 How Science Works; The Chemistry of Life : Practice: Basic Chemistry</p> <p>045 How Science Works; The Chemistry of Life : Checkpoint 04 04</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.B6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A5	<p>Relate the structure of cell organelles to their function (energy capture and release, transport, waste removal, protein synthesis, movement, etc). Explain the role of water in cell metabolism. Explain how the cell membrane functions as a regulatory structure and protective barrier for the cell. Describe transport mechanisms across the plasma membrane.</p>	<p>Relate the structure of cell organelles to their function (energy capture and release, transport, waste removal, protein synthesis, movement, etc). SCI201 Biology A 070 A Look at Cells; Characteristics of Living Organisms: Vocabulary Review 077 A Look at Cells; Cell Size and Type: Types of Cells 078 A Look at Cells; Cell Size and Type: Practice: Types of Cells 085 A Look at Cells; Cell Organelles: What Should I Know? 086 A Look at Cells; Cell Organelles: Science Journal 087 A Look at Cells; Cell Organelles: Eukaryotic Cells 088 A Look at Cells; Cell Organelles: Practice: Eukaryotic Cells 089 A Look at Cells; Cell Organelles: Project 2: WANTED! Cells 091 A Look at Cells; Cell Organelles: Vocabulary Review 092 A Look at Cells; Cell Organelles: Checkpoint 08 093 A Look at Cells; Cell Organelles: What Did I Learn? 100 A Look at Cells; Cell Membrane and Enzymes: Project 2: WANTED! Cells 105 A Look at Cells; Tying It All Together: Review: What Should I Know? 108 A Look at Cells; Tying It All Together: Review</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A2	<p>Identify the initial reactants, final products, and general purposes of photosynthesis and cellular respiration. Explain the important role of ATP in cell metabolism. Describe the relationship between photosynthesis and cellular respiration in photosynthetic organisms. Explain why many biological macromolecules such as ATP and lipids contain high energy bonds. Explain the importance of enzymes as catalysts in cell reactions. Identify how factors such as pH and temperature may affect enzyme function.</p>	<p>Identify the initial reactants, final products, and general purposes of photosynthesis and cellular respiration.</p> <p>SCI302 Chemistry B - 11th Grade 172 Redox Reactions and Electrochemistry: Balancing Redox Reactions: Science Journal SCI201 Biology A 135 Cell Transport and Energy; Cellular Energy, Part 1: What Should I Know? 143 Cell Transport and Energy; Cellular Energy, Part 1: Discussion Board 144 Cell Transport and Energy; Cellular Energy, Part 1: Vocabulary Review 145 Cell Transport and Energy; Cellular Energy, Part 1: Checkpoint 13 146 Cell Transport and Energy; Cellular Energy, Part 1: What Did I Learn? 147 Cell Transport and Energy; Cellular Energy, Part 2: What Should I Know? 149 Cell Transport and Energy; Cellular Energy, Part 2: Aerobic Respiration 150 Cell Transport and Energy; Cellular Energy, Part 2: Practice: Aerobic Respiration 151 Cell Transport and Energy; Cellular Energy, Part 2: Fermentation 152 Cell Transport and Energy; Cellular Energy, Part 2: Practice: Fermentation 153 Cell Transport and Energy</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A3	Explain how all organisms begin their life cycles as a single cell and that in multicellular organisms, successive generations of embryonic cells form by cell division.	<p>Explain how all organisms begin their life cycles as a single cell and that in multicellular organisms, successive generations of embryonic cells form by cell division.</p> <p>SCI201 Biology A</p> <p>073 A Look at Cells; Cell Size and Type: What Should I Know? 074 A Look at Cells; Cell Size and Type: Science Journal</p> <p>077 A Look at Cells; Cell Size and Type: Types of Cells</p> <p>078 A Look at Cells; Cell Size and Type: Practice: Types of Cells 081 A Look at Cells; Cell Size and Type: Discussion Board</p> <p>083 A Look at Cells; Cell Size and Type: Checkpoint 07 084 A Look at Cells; Cell Size and Type: What Did I Learn?</p> <p>105 A Look at Cells; Tying It All Together: Review: What Should I Know?</p> <p>108 A Look at Cells; Tying It All Together: Review: Cells</p> <p>113 A Look at Cells; Tying It All Together: What Did I Learn? 190 Cell Division; Regulating Cell Division: Cell Regulation 191 Cell Division; Regulating Cell Division: Practice: Cell Regulation</p> <p>196 Cell Division; Regulating Cell Division: Vocabulary Review</p> <p>305 Genetic Engineering and Review</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.3.B.B3	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	
3.3.B.A8	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A6	Explain how cells differentiate in multicellular organisms.	Explain how cells differentiate in multicellular organisms. SCI201 Biology A 073 A Look at Cells; Cell Size and Type: What Should I Know? 074 A Look at Cells; Cell Size and Type: Science Journal 077 A Look at Cells; Cell Size and Type: Types of Cells 078 A Look at Cells; Cell Size and Type: Practice: Types of Cells 081 A Look at Cells; Cell Size and Type: Discussion Board 083 A Look at Cells; Cell Size and Type: Checkpoint 07 084 A Look at Cells; Cell Size and Type: What Did I Learn? 105 A Look at Cells; Tying It All Together: Review: What Should I Know? 108 A Look at Cells; Tying It All Together: Review: Cells 113 A Look at Cells; Tying It All Together: What Did I Learn? 305 Genetic Engineering and Review; Review I: Review: Cells 309 Genetic Engineering and Review; Review I: What Did I Learn? 317 Genetic Engineering and Review; Final Exam: What Should I Know? 320 Genetic Engineering and Review; Final Exam: What Did I Learn? SCI202 Biology B 007 Evolution; Biochemistry and Earth's Early History

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.B1	<p>Explain that the information passed from parents to offspring is transmitted by means of genes which are coded in DNA molecules.</p> <p>Explain the basic process of DNA replication. Describe the basic processes of transcription and translation. Explain how crossing over, jumping genes, and deletion and duplication of genes results in genetic variation. Explain how mutations can alter genetic information and the possible consequences on resultant cells.</p>	<p>Explain the basic process of DNA replication.</p> <p>SCI201 Biology A</p> <p>250 Heredity; The Genetic Code: What Should I Know? 253 Heredity; The Genetic Code: DNA and RNA</p> <p>255 Heredity; The Genetic Code: DNA at Work</p> <p>256 Heredity; The Genetic Code: Practice: DNA at Work 259 Heredity; The Genetic Code: Vocabulary Review 260 Heredity; The Genetic Code: Checkpoint 24</p> <p>261 Heredity; The Genetic Code: What Did I Learn?</p> <p>263 Heredity; Mutations and Tying It All Together: What Should I Know? 264 Heredity; Mutations and Tying It All Together: Science Journal 265 Heredity; Mutations and Tying It All Together: Changes in DNA 266 Heredity; Mutations and Tying It All Together: Practice: Changes in DNA</p> <p>269 Heredity; Mutations and Tying It All Together: Review: What Should I Know?</p> <p>271 Heredity; Mutations and Tying It All Together: Review: DNA and Gene Expression</p> <p>275 Heredity; Mutations and Tying It All Together: What Did I Learn?</p> <p>280 Genetic Engineering and Review; Biotechnology: Common Tools of the Trade</p> <p>281 Genetic Engineering and Review</p>

Biology Alignment

PA Standard Code	PA Description	Course Location
3.1.B.A1	Describe the common characteristics of life. Compare and contrast the cellular structures and degrees of complexity of prokaryotic and eukaryotic organisms. Explain that some structures in eukaryotic cells developed from early prokaryotic cells (e.g., mitochondria, chloroplasts)	<p>Explain that some structures in eukaryotic cells developed from early prokaryotic cells (e.g., mitochondria, chloroplasts)</p> <p>SCI202 Biology B</p> <p>001 Evolution; Biochemistry and Earth's Early History: What Should I Know?</p> <p>007 Evolution; Biochemistry and Earth's Early History: The Origin of Cells</p> <p>009 Evolution; Biochemistry and Earth's Early History: Practice: The Origin of Cells</p> <p>010 Evolution; Biochemistry and Earth's Early History: Vocabulary Review</p> <p>011 Evolution; Biochemistry and Earth's Early History: Checkpoint 01</p> <p>012 Evolution; Biochemistry and Earth's Early History: What Did I Learn?</p> <p>048 Evolution; Genetic Change and Tying It All Together: Science Journal</p> <p>050 Evolution; Genetic Change and Tying It All Together: Review: Biochemistry and Earth's History</p> <p>053 Evolution; Genetic Change and Tying It All Together: Vocabulary Review</p> <p>056 Evolution; Genetic Change and Tying It All Together: What Did I Learn?</p> <p>297 Ecology and Review; Review Part II: Review: Biochemistry and Earth's History</p> <p>303 Ecology and Review</p>

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.A1	Explain the chemistry of metabolism.	Explain the chemistry of metabolism. SCI201 Biology A 062 A Look at Cells; Characteristics of Living Organisms: What Should I Know? 064 A Look at Cells; Characteristics of Living Organisms: Characteristics of Life 065 A Look at Cells; Characteristics of Living Organisms: Practice: Characteristics of Life 070 A Look at Cells; Characteristics of Living Organisms: Vocabulary Review 071 A Look at Cells; Characteristics of Living Organisms: Checkpoint 06 072 A Look at Cells; Characteristics of Living Organisms: What Did I Learn? 094 A Look at Cells; Cell Membrane and Enzymes: What Should I Know? 098 A Look at Cells; Cell Membrane and Enzymes: Enzymes 099 A Look at Cells; Cell Membrane and Enzymes: Practice: Enzymes 102 A Look at Cells; Cell Membrane and Enzymes: Vocabulary Review 103 A Look at Cells; Cell Membrane and Enzymes: Checkpoint 09 104 A Look at Cells; Cell Membrane and Enzymes: What Did I Learn? 105 A Look at Cells; Tying It All Together: Review: What Should I Know? 107 A Look at Cells; Tying It All Together

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.A2	Describe how changes in energy affect the rate of chemical reactions.	Describe how changes in energy affect the rate of chemical reactions. SCI101 Physical Science A -9th Grade 188 Chemical and Nuclear Reactions: Energy of Reactions: What Should I Know? 192 Chemical and Nuclear Reactions: Energy of Reactions: Reaction Rate 193 Chemical and Nuclear Reactions: Energy of Reactions: Practice: Reaction Rate 194 Chemical and Nuclear Reactions: Energy of Reactions: Equilibrium of Chemical Reactions 195 Chemical and Nuclear Reactions: Energy of Reactions: Practice: Equilibrium of Chemical Reactions 199 Chemical and Nuclear Reactions: Energy of Reactions: Vocabulary Review 200 Chemical and Nuclear Reactions: Energy of Reactions: Checkpoint 17 201 Chemical and Nuclear Reactions: Energy of Reactions: What Did I Learn? 226 Chemical and Nuclear Reactions: Tying It All Together: Review: What Should I Know? 229 Chemical and Nuclear Reactions: Tying It All Together: Review: Energy in Chemical Reactions 235 Chemical and Nuclear Reactions: Tying It All Together: What Did I Learn? 322

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.A4	Relate mitosis and meiosis at the molecular level.	Relate mitosis and meiosis at the molecular level. SCI201 Biology A 167 Cell Division; Cell Division Basics: What Should I Know? 168 Cell Division; Cell Division Basics: Science Journal 169 Cell Division; Cell Division Basics: Why Do Cells Divide? 170 Cell Division; Cell Division Basics: Practice: Why Do Cells Divide? 173 Cell Division; Cell Division Basics: Project 4: Onion Root Tip Lab 174 Cell Division; Cell Division Basics: Discussion Board 175 Cell Division; Cell Division Basics: Vocabulary Review 176 Cell Division; Cell Division Basics: Checkpoint 16 177 Cell Division; Cell Division Basics: What Did I Learn? 178 Cell Division; The Cell Cycle: What Should I Know? 180 Cell Division; The Cell Cycle: The Cell Cycle 181 Cell Division; The Cell Cycle: Practice: The Cell Cycle 182 Cell Division; The Cell Cycle: Project 4: Onion Root Tip Lab 183 Cell Division; The Cell Cycle: Submit Project 4: Onion Root Tip Lab 185 Cell Division; The Cell Cycle: Vocabulary Review 186 Cell Division; The Cell Cycle: Checkpoint 1

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.A7	Illustrate the formation of carbohydrates, lipids, proteins, and nucleic acids.	Illustrate the formation of carbohydrates, lipids, proteins, and nucleic acids. SCI301 Chemistry A - 11th Grade 153 Bonding: Shapes of Molecules: Bond Properties 177 Chemical Nomenclature and Reactions: Nomenclature: Vocabulary Review SCI302 Chemistry B - 11th Grade 135 Thermodynamics and Reaction Kinetics: Equilibrium: Discussion Board 222 Organic Chemistry: Alkenes, Alkynes, and Cyclic Hydrocarbons: What Should I Know? 224 Organic Chemistry: Alkenes, Alkynes, and Cyclic Hydrocarbons: Alkenes 232 Organic Chemistry: Alkenes, Alkynes, and Cyclic Hydrocarbons: Checkpoint 22 233 Organic Chemistry: Alkenes, Alkynes, and Cyclic Hydrocarbons: What Did I Learn? 238 Organic Chemistry: Functional Groups: Carboxylic Acids and Esters 247 Organic Chemistry: Organic Reactions: Polymers and Polymerization 258 Organic Chemistry: Connections and Review: Alkenes, Alkynes, and Cyclic Hydrocarbons: What Should I Know? 263 Organic Chemistry: Connections and Review: Reinforcement: Organic Reactions and Polymers 265 Organic Chemistry

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.A9	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.B3	Describe the structure of the DNA and RNA molecules.	Describe the structure of the DNA and RNA molecules. SCI201 Biology A 035 How Science Works; The Chemistry of Life : What Should I Know? 040 How Science Works; The Chemistry of Life : Macromolecules 041 How Science Works; The Chemistry of Life : Practice: Macromolecules 045 How Science Works; The Chemistry of Life : Checkpoint 04 046 How Science Works; The Chemistry of Life : What Did I Learn? 051 How Science Works; pH and Tying It All Together: Review: What Should I Know? 055 How Science Works; pH and Tying It All Together: Review: The Chemistry of Life 077 A Look at Cells; Cell Size and Type: Types of Cells 078 A Look at Cells; Cell Size and Type: Practice: Types of Cells 085 A Look at Cells; Cell Organelles: What Should I Know? 087 A Look at Cells; Cell Organelles: Eukaryotic Cells 088 A Look at Cells; Cell Organelles: Practice: Eukaryotic Cells 091 A Look at Cells; Cell Organelles: Vocabulary Review 092 A Look at Cells; Cell Organelles: Checkpoint 08 093 A Look at Cells; Cell Organelles: What Did I Learn?

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.B5	PATTERNS Use models to demonstrate patterns in biomacromolecules.	(PATTERNS) Use models to demonstrate patterns in biomacromolecules. SCI101 Physical Science A -9th Grade 155 Periodic Table and Bonding: Bonding: Discussion Board SCI102 Physical Science B - 9th Grade 105 Energy: Energy: Discussion Board SCI301 Chemistry A - 11th Grade 137 Bonding: Covalent Bonds: What Should I Know? 146 Bonding: Covalent Bonds: Checkpoint 13 147 Bonding: Covalent Bonds: What Did I Learn? 153 Bonding: Shapes of Molecules: Bond Properties 163 Bonding: Connections and Review: Covalent Bonds: What Should I Know? 169 Bonding: Connections and Review: What Did I Learn? 177 Chemical Nomenclature and Reactions: Nomenclature: Vocabulary Review 293 Chemistry Connections and Review: Review Units 1-3: Review Concepts in Units 1-3 298 Chemistry Connections and Review: Review Units 1-3: Project 6: Review Part 1 300 Chemistry Connections and Review: Review Units 1-3: What Did I Learn? 307 Chemistry Connections and Review: Final Exam: What Should I Know? 309 Chemistry Connections and Review: Final Exam

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.B6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.C2	Use molecular models to demonstrate gene mutation and recombination at the molecular level.	Use molecular models to demonstrate gene mutation and recombination at the molecular level. SCI201 Biology A 188 Cell Division; Regulating Cell Division: What Should I Know? 192 Cell Division; Regulating Cell Division: Cancer 193 Cell Division; Regulating Cell Division: Practice: Cancer 196 Cell Division; Regulating Cell Division: Vocabulary Review 197 Cell Division; Regulating Cell Division: Checkpoint 18 198 Cell Division; Regulating Cell Division: What Did I Learn? 208 Cell Division; Tying It All Together: Review: What Should I Know? 210 Cell Division; Tying It All Together: Review: Cell Division 215 Cell Division; Tying It All Together: What Did I Learn? 217 Heredity; Introduction to Genetics: Science Journal 223 Heredity; Introduction to Genetics: Project 5: Genetic Disorders 234 Heredity; Predicting Heredity: Project 5: Genetic Disorders 245 Heredity; Exceptions to Mendel: Project 5: Genetic Disorders 250 Heredity; The Genetic Code: What Should I Know? 253 Heredity; The Genetic Code: DNA and RNA

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.1.C.C4	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.A1	Differentiate between physical properties and chemical properties. Differentiate between pure substances and mixtures; differentiate between heterogeneous and homogeneous mixtures. Explain the relationship of an element's position on the periodic table to its atomic number, ionization energy, electro-negativity, atomic size, and classification of elements. Use electro-negativity to explain the difference between polar and non-polar covalent bonds.	Use electro-negativity to explain the difference between polar and non-polar covalent bonds. SCI101 Physical Science A -9th Grade 123 Periodic Table and Bonding: Periodic Table: What Should I Know? 127 Periodic Table and Bonding: Periodic Table: Trends in the Periodic Table 128 Periodic Table and Bonding: Periodic Table: Practice: Discovery and Trends of the Periodic Table 132 Periodic Table and Bonding: Periodic Table: Checkpoint 11 133 Periodic Table and Bonding: Periodic Table: What Did I Learn? 138 Periodic Table and Bonding: Organizing Elements: It's All in the Family 139 Periodic Table and Bonding: Organizing Elements: Practice: It's All in the Family 152 Periodic Table and Bonding: Bonding: Covalent Bonds 153 Periodic Table and Bonding: Bonding: Practice: Covalent Bonds 168 Periodic Table and Bonding: Tying It All Together: Review: What Should I Know? 169 Periodic Table and Bonding: Tying It All Together: Science Journal 170 Periodic Table and Bonding: Tying It All Together: Review: Trends and Families

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.A2	<p>Compare the electron configurations for the first twenty elements of the periodic table. Relate the position of an element on the periodic table to its electron configuration and compare its reactivity to the reactivity of other elements in the table. Explain how atoms combine to form compounds through both ionic and covalent bonding. Predict chemical formulas based on the number of valence electrons. Draw Lewis dot structures for simple molecules and ionic compounds. Predict the chemical formulas for simple ionic and molecular compounds. Use the mole concept to determine number of particles and molar mass for elements and compounds. Determine percent compositions, empirical formulas, and molecular formulas.</p>	<p>Use the mole concept to determine number of particles and molar mass for elements and compounds.</p> <p>SCI301 Chemistry A - 11th Grade 222 Stoichiometry: The Mole: What Should I Know? 224 Stoichiometry: The Mole: The Mole 226 Stoichiometry: The Mole: Mole Conversions 227 Stoichiometry: The Mole: Video: Mole Ratio 228 Stoichiometry: The Mole: Multistep Conversions 230 Stoichiometry: The Mole: Vocabulary Review 231 Stoichiometry: The Mole: Checkpoint 21 232 Stoichiometry: The Mole: What Did I Learn? 233 Stoichiometry: Mole Ratios: What Should I Know? 235 Stoichiometry: Mole Ratios: Determining Mole Ratios 237 Stoichiometry: Mole Ratios: Solving Stoichiometry Problems 238 Stoichiometry: Mole Ratios: Video: Mass-to-Mass Conversions 239 Stoichiometry: Mole Ratios: Enrichment: Stoichiometry 240 Stoichiometry: Mole Ratios: Project: Limiting Reactants Lab 243 Stoichiometry: Mole Ratios: Checkpoint 22 244 Stoichiometry: Mole Ratios: What Did I Learn? 245 Stoichiometry: Limiting Reactants: What Should I Know? 246 Stoichiometry</p>

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.A3	Describe the three normal states of matter in terms of energy, particle motion, and phase transitions. Identify the three main types of radioactive decay and compare their properties. Describe the process of radioactive decay by using nuclear equations and explain the concept of half-life for an isotope. Compare and contrast nuclear fission and nuclear fusion.	Identify the three main types of radioactive decay and compare their properties. SCI101 Physical Science A -9th Grade 202 Chemical and Nuclear Reactions: Radioactivity: What Should I Know? 204 Chemical and Nuclear Reactions: Radioactivity: Nuclear Reactions 205 Chemical and Nuclear Reactions: Radioactivity: Practice: Nuclear Reactions 206 Chemical and Nuclear Reactions: Radioactivity: Half-Life 207 Chemical and Nuclear Reactions: Radioactivity: Practice: Half- Life 208 Chemical and Nuclear Reactions: Radioactivity: Video: Radiation vs. Radioactive Atoms 211 Chemical and Nuclear Reactions: Radioactivity: Vocabulary Review 212 Chemical and Nuclear Reactions: Radioactivity: Checkpoint 18 213 Chemical and Nuclear Reactions: Radioactivity: What Did I Learn? 214 Chemical and Nuclear Reactions: Nuclear Fission and Fusion: What Should I Know? 216 Chemical and Nuclear Reactions: Nuclear Fission and Fusion: Fission and Fusion 217 Chemical and Nuclear Reactions: Nuclear Fission and Fusion: Practice: Fission and Fusion

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.A4	<p>Predict how combinations of substances can result in physical and/or chemical changes. Interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions. Balance chemical equations by applying the laws of conservation of mass. Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion. Use stoichiometry to predict quantitative relationships in a chemical reaction.</p>	<p>Use stoichiometry to predict quantitative relationships in a chemical reaction. SCI301 Chemistry A - 11th Grade 222 Stoichiometry: The Mole: What Should I Know? 226 Stoichiometry: The Mole: Mole Conversions 227 Stoichiometry: The Mole: Video: Mole Ratio 228 Stoichiometry: The Mole: Multistep Conversions 230 Stoichiometry: The Mole: Vocabulary Review 231 Stoichiometry: The Mole: Checkpoint 21 232 Stoichiometry: The Mole: What Did I Learn? 233 Stoichiometry: Mole Ratios: What Should I Know? 234 Stoichiometry: Mole Ratios: Science Journal 235 Stoichiometry: Mole Ratios: Determining Mole Ratios 236 Stoichiometry: Mole Ratios: Video: Introduction to Stoichiometry 237 Stoichiometry: Mole Ratios: Solving Stoichiometry Problems 238 Stoichiometry: Mole Ratios: Video: Mass-to-Mass Conversions 239 Stoichiometry: Mole Ratios: Enrichment: Stoichiometry 240 Stoichiometry: Mole Ratios: Project: Limiting Reactants Lab 241 Stoichiometry: Mole Ratios: Discussion Board 242 Stoichiometry: Mole Ratios: Vocabulary Review 243 Stoichiometry</p>

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.A5	<p>MODELS Recognize discoveries from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus), and Bohr (planetary model of atom), and understand how each discovery leads to modern theory. Describe Rutherford’s “gold foil” experiment that led to the discovery of the nuclear atom. Identify the major components (protons, neutrons, and electrons) of the nuclear atom and explain how they interact.</p>	<p>(MODELS) Recognize discoveries from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus), and Bohr (planetary model of atom), and understand how each discovery leads to modern theory. SCI101 Physical Science A -9th Grade 098 Matter and Atoms: Atoms: What Should I Know? 100 Matter and Atoms: Atoms: Milestones of Atomic Theory 101 Matter and Atoms: Atoms: Atomic Structure 103 Matter and Atoms: Atoms: Modern Atomic Theory 104 Matter and Atoms: Atoms: Practice: Atomic Theory 105 Matter and Atoms: Atoms: Video: The Nature of Matter 107 Matter and Atoms: Atoms: Discussion Board 108 Matter and Atoms: Atoms: Vocabulary Review 109 Matter and Atoms: Atoms: Checkpoint 09 110 Matter and Atoms: Atoms: What Did I Learn? 111 Matter and Atoms: Atoms: Atoms: What Should I Know? 112 Matter and Atoms: Tying It All Together: Review: What Should I Know? 113 Matter and Atoms: Tying It All Together: Science Journal 116 Matter and Atoms: Tying It All Together: Review: Atoms 122 Matter and Atoms: Tying It All Together</p>

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.A6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.B2	Explore the natural tendency for systems to move in a direction of disorder or randomness (entropy).	Explore the natural tendency for systems to move in a direction of disorder or randomness (entropy). SCI302 Chemistry B - 11th Grade 107 Thermodynamics and Reaction Kinetics: Enthalpy: What Should I Know? 113 Thermodynamics and Reaction Kinetics: Enthalpy: Free Energy and Reaction Spontaneity 116 Thermodynamics and Reaction Kinetics: Enthalpy: Vocabulary Review 117 Thermodynamics and Reaction Kinetics: Enthalpy: Checkpoint 11 118 Thermodynamics and Reaction Kinetics: Enthalpy: What Did I Learn? 119 Thermodynamics and Reaction Kinetics: Reaction Kinetics and Rate: What Should I Know? 121 Thermodynamics and Reaction Kinetics: Reaction Kinetics and Rate: Reaction Kinetics 127 Thermodynamics and Reaction Kinetics: Reaction Kinetics and Rate: Checkpoint 12 128 Thermodynamics and Reaction Kinetics: Reaction Kinetics and Rate: What Did I Learn? 151 Thermodynamics and Reaction Kinetics: Buffer Solutions and Review: Enthalpy: What Should I Know? 152 Thermodynamics and Reaction Kinetics: Buffer Solutions and Review

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.B3	Describe the law of conservation of energy. Explain the difference between an endothermic process and an exothermic process.	Explain the difference between an endothermic process and an exothermic process. SCI102 Physical Science B - 9th Grade 102 Energy: Energy: Energy on the Microscopic Level 103 Energy: Energy: Energy Systems and Conservation of Energy 111 Energy: Temperature and Energy Transfer: Temperature and Heat 112 Energy: Temperature and Energy Transfer: Thermal Energy and Thermal Equilibrium 115 Energy: Temperature and Energy Transfer: Vocabulary Review 116 Energy: Temperature and Energy Transfer: Checkpoint 12 117 Energy: Temperature and Energy Transfer: What Did I Learn? 118 Energy: Heat Transfer and Energy Transformation: What Should I Know? 119 Energy: Heat Transfer and Energy Transformation: Science Journal 120 Energy: Heat Transfer and Energy Transformation: Heat Transfer 121 Energy: Heat Transfer and Energy Transformation: Energy Transformations 123 Energy: Heat Transfer and Energy Transformation: Discussion Board 124 Energy: Heat Transfer and Energy Transformation: Vocabulary Review 125 Energy: Heat Transfer and Energy Transformation

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.2.C.B7	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.3.C.A8	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Chemistry Alignment

PA Standard Code	PA Description	Course Location
3.3.C.B3	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.1.P.A9	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	
3.1.P.B6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.1.P.C4	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	
3.2.P.A6	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B1	Differentiate among translational motion, simple harmonic motion, and rotational motion in terms of position, velocity, and acceleration. Use force and mass to explain translational motion or simple harmonic motion of objects. Relate torque and rotational inertia to explain rotational motion.	<p>Use force and mass to explain translational motion or simple harmonic motion of objects.</p> <p>SCI102 Physical Science B - 9th Grade</p> <p>015 Scientific Thinking and Motion: Communicating Information: Project: Speed Lab</p> <p>020 Scientific Thinking and Motion: Motion: What Should I Know? 021 Scientific Thinking and Motion: Motion: Science Journal</p> <p>022 Scientific Thinking and Motion: Motion: Motion</p> <p>023 Scientific Thinking and Motion: Motion: Speed and Velocity 024 Scientific Thinking and Motion: Motion: Graphing Motion 025 Scientific Thinking and Motion: Motion: Project: Speed Lab 026 Scientific Thinking and Motion: Motion: Discussion Board 027 Scientific Thinking and Motion: Motion: Vocabulary Review 028 Scientific Thinking and Motion: Motion: Checkpoint 03</p> <p>029 Scientific Thinking and Motion: Motion: What Did I Learn? 030 Scientific Thinking and Motion: Acceleration: What Should I Know?</p> <p>031 Scientific Thinking and Motion: Acceleration: Science Journal 032 Scientific Thinking and Motion: Acceleration: Acceleration 033 Scientific</p>

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B2	Explain the translation and simple harmonic motion of objects using conservation of energy and conservation of momentum. Describe the rotational motion of objects using the conservation of energy and conservation of angular momentum. Explain how gravitational, electrical, and magnetic forces and torques give rise to rotational motion.	<p>Explain the translation and simple harmonic motion of objects using conservation of energy and conservation of momentum.</p> <p>SCI102 Physical Science B - 9th Grade 099 Energy: Energy: What Should I Know? 101 Energy: Energy: Types of Energy 107 Energy: Energy: Checkpoint 11 108 Energy: Energy: What Did I Learn? 121 Energy: Heat Transfer and Energy Transformation: Energy Transformations 137 Energy: Connections and Review: Review: What Should I Know? 139 Energy: Connections and Review: Review: Energy 146 Energy: Connections and Review: What Did I Learn? 254 Connections and Review: Review Units 1-3: Review: Energy 257 Connections and Review: Review Units 1-3: Project 6: Review Part 1 259 Connections and Review: Review Units 1-3: What Did I Learn? 269 Connections and Review: Final Exam: What Should I Know? 271 Connections and Review: Final Exam: What Did I Learn?</p>

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B3	Analyze the factors that influence convection, conduction, and radiation between objects or regions that are at different temperatures.	Analyze the factors that influence convection, conduction, and radiation between objects or regions that are at different temperatures. SCI102 Physical Science B - 9th Grade 102 Energy: Energy: Energy on the Microscopic Level 103 Energy: Energy: Energy Systems and Conservation of Energy 111 Energy: Temperature and Energy Transfer: Temperature and Heat 112 Energy: Temperature and Energy Transfer: Thermal Energy and Thermal Equilibrium 115 Energy: Temperature and Energy Transfer: Vocabulary Review 116 Energy: Temperature and Energy Transfer: Checkpoint 12 117 Energy: Temperature and Energy Transfer: What Did I Learn? 118 Energy: Heat Transfer and Energy Transformation: What Should I Know? 119 Energy: Heat Transfer and Energy Transformation: Science Journal 120 Energy: Heat Transfer and Energy Transformation: Heat Transfer 121 Energy: Heat Transfer and Energy Transformation: Energy Transformations 123 Energy: Heat Transfer and Energy Transformation: Discussion Board 124 Energy: Heat Transfer and Energy Transform

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B4	Explain how stationary and moving particles result in electricity and magnetism. Develop qualitative and quantitative understanding of current, voltage, resistance, and the connections among them. Explain how electrical induction is applied in technology.	<p>Explain how stationary and moving particles result in electricity and magnetism.</p> <p>SCI102 Physical Science B - 9th Grade</p> <p>194 Electricity: Electricity: What Should I Know? 196 Electricity: Electricity: Electric Charges</p> <p>197 Electricity: Electricity: Electric Forces 199 Electricity: Electricity: Vocabulary Review 200 Electricity: Electricity: Checkpoint 21</p> <p>201 Electricity: Electricity: What Did I Learn?</p> <p>206 Electricity: Currents and Circuits: Project: Model Electromagnet 211 Electricity: Magnetism: What Should I Know?</p> <p>212 Electricity: Magnetism: Science Journal</p> <p>213 Electricity: Magnetism: Magnets and Magnetism</p> <p>215 Electricity: Magnetism: Project: Model Electromagnet 217 Electricity: Magnetism: Vocabulary Review</p> <p>218 Electricity: Magnetism: Checkpoint 23 219 Electricity: Magnetism: What Did I Learn?</p> <p>220 Electricity: Electromagnetism: What Should I Know? 222 Electricity: Electromagnetism: Electromagnetism 223 Electricity: Electromagnetism: Generating Electricity</p> <p>224 Electricity: Electromagnetism: Project: Model Electric</p>

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B5	<p>Explain how waves transfer energy without transferring matter.</p> <p>Explain how waves carry information from remote sources that can be detected and interpreted. Describe the causes of wave frequency, speed, and wave length.</p>	<p>Explain how waves transfer energy without transferring matter.</p> <p>SCI102 Physical Science B - 9th Grade</p> <p>147 Waves: Waves: Waves: What Should I Know? 148 Waves: Waves: Science Journal</p> <p>149 Waves: Waves: Characteristics of Waves 150 Waves: Waves: Behavior of Waves</p> <p>151 Waves: Waves: Discussion Board 152 Waves: Waves: Vocabulary Review 153 Waves: Waves: Checkpoint 16</p> <p>154 Waves: Waves: What Did I Learn?</p> <p>155 Waves: Sound: Sound: What Should I Know? 156 Waves: Sound: Science Journal</p> <p>157 Waves: Sound: Properties of Sound 158 Waves: Sound: Behavior of Sound</p> <p>159 Waves: Sound: Project: Understanding the Light Spectrum 162 Waves: Sound: Checkpoint 17</p> <p>163 Waves: Sound: What Did I Learn?</p> <p>164 Waves: Light: Light: What Should I Know? 166 Waves: Light: Light</p> <p>167 Waves: Light: Behavior of Light Waves</p> <p>168 Waves: Light: Project: Understanding the Light Spectrum 169 Waves: Light: Discussion Board 171 Waves: Light: Checkpoint 18 172 Waves: Light: What Did I Learn?</p> <p>173 Waves: Optics: Optics: What Should I Know? 174 Waves: Optics: Science</p>

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B6	PATTERNS SCALE MODELS CONSTANCY/CHANGE Use Newton's laws of motion and gravitation to describe and predict the motion of objects ranging from atoms to the galaxies.	(PATTERNS SCALE MODELS CONSTANCY/CHANGE) Use Newton's laws of motion and gravitation to describe and predict the motion of objects ranging from atoms to the galaxies. SCI102 Physical Science B - 9th Grade 015 Scientific Thinking and Motion: Communicating Information: Project: Speed Lab 025 Scientific Thinking and Motion: Motion: Project: Speed Lab 034 Scientific Thinking and Motion: Acceleration: Project: Speed Lab 044 Scientific Thinking and Motion: Connections and Review: Project: Speed Lab 045 Scientific Thinking and Motion: Connections and Review: Submit Project: Speed Lab (Part 1) 049 Scientific Thinking and Motion: Connections and Review: Submit Project: Speed Lab (Part 2) 054 Force: Forces: Project: Parachutes and Force 059 Force: Newton's First and Second Law: What Should I Know? 060 Force: Newton's First and Second Law: Science Journal 061 Force: Newton's First and Second Law: Video: Newton's First Law of Motion 062 Force: Newton's First and Second Law: Newton's First Law of Motion 063 Force: Newton

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.2.P.B7	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	
3.3.P.A8	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

Physics (Physical Science) Alignment

PA Standard Code	PA Description	Course Location
3.3.P.B3	<p>Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements. Examine the status of existing theories. Evaluate experimental information for relevance and adherence to science processes. Judge that conclusions are consistent and logical with experimental conditions. Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution. Communicate and defend a scientific argument.</p>	

APPENDIX A CURRICULUM

D.5 ALIGNMENTS

It includes the alignments for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- A. English Language Arts (K-12)
- B. Mathematics (K-12)
- C. Science (K-12)
- D. Social Studies (K-12)
- E. General Electives (K-5)

SOCIAL STUDIES

K-12

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.1.K.A	Explain the purpose of rules.	Explain the purpose of rules. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules
5.1.K.B	Explain the need for rules.	Explain the need for rules. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules
5.1.K.C	Define respect for self and others.	Define respect for self and others. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules
5.1.K.E	Demonstrate responsibilities in the classroom.	Demonstrate responsibilities in the classroom. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules Social Studies A- Module 5: Make a Difference
5.1.K.F	Identify significant American holidays and their symbols.	Identify significant American holidays and their symbols. Social Studies Grade K 2017 Social Studies A- Module 2: Calendar Time Social Studies B- Module 10: American Traditions Social Studies B- Module 10: World Celebrations Social Studies B- Module 10: American Holidays

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.2.K.A	Identify responsibilities at school.	Identify responsibilities at school. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules Social Studies A- Module 5: Make a Difference
5.2.K.B	Identify a problem and discuss possible solutions.	Identify a problem and discuss possible solutions. Social Studies Grade K 2017 Social Studies A- Module 6: How Do You Resolve Conflict?
5.2.K.C	Identify classroom projects/activities that support leadership and service.	Identify classroom projects/activities that support leadership and service. Social Studies Grade K 2017 Social Studies A- Module 5: Make a Difference
5.2.K.D	Explain responsible classroom behavior.	Explain responsible classroom behavior. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules Social Studies A- Module 5: Make a Difference
5.3.K.B	Identify the role of adults in authority at home or in school.	Identify the role of adults in authority at home or in school. Social Studies Grade K 2017 Social Studies A- Module 6: Who Is the Boss?

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.3.K.C	Identify roles of fire fighters, police officers, and emergency workers.	Identify roles of fire fighters, police officers, and emergency workers. Social Studies Grade K 2017 Social Studies A- Module 5: Everyday Heroes
5.3.K.F	Identify and explain behaviors for responsible classroom citizens.	Identify and explain behaviors for responsible classroom citizens. Social Studies Grade K 2017 Social Studies A- Module 1: Rules, Rules, Rules Social Studies A- Module 5: Make a Difference
5.4.K.A	Identify conflict in the classroom.	Identify conflict in the classroom. Social Studies Grade K 2017 Social Studies A- Module 6: How Do You Resolve Conflict?
5.4.K.B	Identify how students can work together.	Identify how students can work together. Social Studies Grade K 2017 Social Studies A- Module 6: How Do You Resolve Conflict?
6.1.K.A	Identify how scarcity influences choice.	Social Studies 1B- Module 3: Goods and Services Review
6.1.K.B	Identify family wants and needs.	Identify family wants and needs. Social Studies Grade K 2017 Social Studies B- Module 11: Wants and Needs

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.1.K.C	Identify choices to meet needs	Social Studies 1B- Module 2: Making Choices
6.1.K.D	Identify a choice based on family interest.	Social Studies 1B- Module 2: Making Choices
6.2.K.A	Identify goods and consumers.	Identify goods and consumers. Social Studies Grade K 2017 Social Studies B- Module 11: Buying Locally Social Studies B- Module 11: Wants and Needs
6.2.K.C	Identify advertisements that encourage us to buy things.	Identify advertisements that encourage us to buy things. Social Studies Grade K 2017 Social Studies B- Module 12: Advertising
6.2.K.D	Identify currency and how it is used.	Identify currency and how it is used. Social Studies Grade K 2017 Social Studies B- Module 11: Currency
6.3.K.D	Identify products produced in the region or state.	

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.4.K.A	Identify the specialized role performed by each member of the family.	Identify the specialized role performed by each member of the family. Social Studies Grade K 2017 Social Studies A- Module 1: My Family Social Studies A- Module 5: Make a Difference Social Studies A- Module 5: The Perfect Pet
6.4.K.D	Identify individual wants and needs.	Identify individual wants and needs. Social Studies Grade K 2017 Social Studies B- Module 11: Wants and Needs
6.5.K.A	Identify individuals who volunteer in the community.	Identify individuals who volunteer in the community. Social Studies Grade K 2017 Social Studies A- Module 5: Everyday Heroes Social Studies A- Module 5: Make a Difference
6.5.K.C	Identify goods and services provided by local businesses	Identify goods and services provided by local businesses. Social Studies Grade K 2017 Social Studies B- Module 11: Buying Locally Social Studies B- Module 11: Wants and Needs

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.1.K.A	Interpret a simple map of a known environment.	Interpret a simple map of a known environment. Social Studies Grade K 2017 Social Studies B- Module 7: Make a Room Map Social Studies B- Module 7: Map of Home and School
7.1.K.B	Describe the location of places in the home, school, and community to gain an understanding of relative location.	Describe the location of places in the home, school, and community to gain an understanding of relative location. Social Studies Grade K 2017 Social Studies B- Module 7: Make a Room Map Social Studies B- Module 7: Map of Home and School
7.2.K.A	Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features. Social Studies Grade K 2017 Social Studies A- Module 6: Who Is the Boss? Social Studies B- Module 8: Impact of Location
7.2.K.B	Identify land and water forms.	Identify land and water forms. Social Studies Grade K 2017 Social Studies B- Module 8: A World Globe Social Studies B- Module 8: The U.S. Map

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.3.K.A	Describe how weather affects daily life.	Describe how weather affects daily life. Social Studies Grade K 2017 Social Studies B- Module 8: A World Globe Social Studies B- Module 8: Impact of Location
7.4.K.A	Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	Identify local bodies of water and landforms to gain an understanding of their impact on the local community. Social Studies Grade K 2017 Social Studies B- Module 7: My Neighborhood
8.1.K.A	Identify chronological sequence through days, weeks, months, and years (calendar time).	Identify chronological sequence through days, weeks, months, and years (calendar time). Social Studies Grade K 2017 Social Studies A- Module 2: Calendar Time Social Studies A- Module 4: Abraham Lincoln
8.1.K.B	With guidance and support, differentiate facts from opinions as related to an event.	With guidance and support, differentiate facts from opinions as related to an event. Social Studies Grade K 2017 Social Studies B- Module 12: Fact or Fiction
8.1.K.C	Explain how to locate information in a source.	
8.2.K.A	Identify people in authority.	

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.2.K.B	Examine photographs of documents, artifacts, and places unique to Pennsylvania.	
8.2.K.D	Demonstrate an understanding of conflict.	
8.3.K.A	Identify American people related to national holidays.	Identify American people related to national holidays. Social Studies Grade K 2017 Social Studies B- Module 10: American Traditions Social Studies B- Module 10: American Holidays
8.3.K.B	Identify documents and artifacts important to the classroom community.	
8.3.K.C	Demonstrate an understanding of time order.	Demonstrate an understanding of time order. Social Studies Grade K 2017 Social Studies A- Module 3: Clara Barton Social Studies A- Module 3: Pocahontas: An American Heroine Social Studies A- Module 4: Abraham Lincoln Social Studies A- Module 4: George Washington Social Studies A- Module 4: Johnny Appleseed
8.4.K.A	Explain how cultures celebrate.	
8.4.K.C	Identify different celebrations of different cultures from around the world.	

Kindergarten Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.4.K.D	Demonstrate an understanding of conflict and cooperation.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
5.1.1.A	Explain the purposes of rules in the classroom and school community.	
5.1.1.B	Explain the importance of rules in the classroom.	
5.1.1.C	Define equality and the need to treat everyone equally.	Define equality and the need to treat everyone equally. Social Studies Grade 1 2017 Social Studies 1B- Module 6: Understanding Diversity
5.1.1.D	Explain the importance of written rules and laws.	
5.1.1.E	Describe students' responsibilities in the school and community.	Describe students' responsibilities in the school and community. Social Studies Grade 1 2017 Social Studies 1B- Module 6: Compassion for Others
5.1.1.F	Identify national symbols.	
5.2.1.A	Identify and explain the importance of responsibilities at school and at home.	Identify and explain the importance of responsibilities at school and at home. Social Studies Grade 1 2017 Social Studies 1B- Module 4: Personal Responsibility
5.2.1.B	Identify a problem and attempt to solve with adult or peer assistance.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
5.2.1.C	Identify school projects / activities that support leadership and public service.	
5.2.1.D	Explain responsible school behavior.	Explain responsible school behavior. Social Studies Grade 1 2017 Social Studies 1B- Module 6: Compassion for Others
5.3.1.A	Identify the roles of local government (fire, police, etc.).	Identify the roles of local government (fire, police, etc.). Social Studies Grade 1 2017 Social Studies 1B- Module 3: Community Service Providers
5.3.1.B	Identify the services of local government.	
5.3.1.C	Identify the value of fire fighters, police officers and emergency workers in the community.	Identify the value of fire fighters, police officers and emergency workers in the community. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Community Service Providers
5.3.1.D	Identify positions of authority in the classroom community.	
5.3.1.E	Identify situations in the school or community when it is beneficial to have an elected official represent the people.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
5.3.1.F	Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.	Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. Social Studies Grade 1 2017 Social Studies 1B- Module 6: Compassion for Others
5.3.1.H	Explain how information/news is conveyed to the public.	
5.3.1.I	Provide examples of taxation.	
5.3.1.J	Describe situations where voting eases conflict.	
5.4.1.A	Identify ways to avoid conflict.	
5.4.1.B	Describe how classrooms can work together.	
5.4.1.D	Identify different means of receiving information/news.	
5.4.1.E	Explain how a classroom community reaches compromise.	
6.1.1.A	Identify scarcity of resources within the family.	Identify scarcity of resources within the family. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Goods and Services Review
6.1.1.B	Identify classroom wants and needs.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
6.1.1.C	Identify choice based on needs versus wants.	Identify choice based on needs versus wants. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Goods and Services Review
6.1.1.D	Identify a choice based on classroom interest.	
6.2.1.A	Identify goods, consumers, and producers.	Identify goods, consumers, and producers. Social Studies Grade 1 2017 Social Studies 1B- Module 2: Goods and Services
6.2.1.C	Identify advertisements that encourage us to buy things based on want rather than need.	
6.2.1.D	Explain the role of money in determining price.	
6.2.1.E	Identify the impact on a community when a business opens.	
6.2.1.G	Define an economic system at the individual level.	
6.3.1.A	Identify examples of goods and services.	Identify examples of goods and services. Social Studies Grade 1 2017 Social Studies 1B- Module 2: Goods and Services
6.3.1.D	Identify products produced in the United States.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
6.4.1.A	Identify specialization of work in the community.	Identify specialization of work in the community. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Goods and Services Review
6.4.1.D	Describe how individuals differ in their wants and needs and why people buy and sell things.	Describe how individuals differ in their wants and needs and why people buy and sell things. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Goods and Services Review Social Studies 1B- Module 4: Goods in the Home
6.5.1.A	Identify individuals who work for wages in the community.	Identify individuals who work for wages in the community. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Community Service Providers Social Studies 1B- Module 3: Role of Work in a Community
6.5.1.B	Identify different jobs and the purpose of each.	Identify different jobs and the purpose of each. Social Studies Grade 1 2017 Social Studies 1B- Module 3: Community Service Providers Social Studies 1B- Module 3: Role of Work in a Community

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
6.5.1.C	Identify businesses and their corresponding goods and service.	Identify businesses and their corresponding goods and service. Social Studies Grade 1 2017 Social Studies 1B- Module 2: Goods and Services Social Studies 1B- Module 3: Community Service Providers Social Studies 1B- Module 3: Goods and Services Review Social Studies 1B- Module 4: Goods in the Home Social Studies 1B- Module 4: How the Marketplace Works
6.5.1.D	Identify ways to earn money.	
6.5.1.E	Describe what tools (tangible assets) are necessary to complete a task.	
6.5.1.F	Identify buyers and sellers (people) buy and sell things.	
6.5.1.G	Explain the need to save money.	Explain the need to save money. Social Studies Grade 1 2017 Social Studies 1B- Module 2: Young Abraham Lincoln

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
7.1.1.A	Identify geographic tools.	Identify geographic tools. Social Studies Grade 1 2017 Social Studies 1A- Module 4: Cardinal Directions Social Studies 1A- Module 4: Make a Map of Your House Social Studies 1A- Module 4: Make a Room Map Social Studies 1A- Module 5: Examine State Map Social Studies 1A- Module 5: Make a Neighborhood Map Social Studies 1A- Module 6: Examine a World Globe Social Studies 1A- Module 6: Impact of Location
7.1.1.B	Describe places in geographic reference in physical features.	Describe places in geographic reference in physical features. Social Studies Grade 1 2017 Social Studies 1A- Module 6: Examine U.S. Map Social Studies 1A- Module 6: Examine a World Globe
7.2.1.A	Identify physical characteristics in the community and region.	Identify physical characteristics in the community and region. Social Studies Grade 1 2017 Social Studies 1A- Module 5: Make a Neighborhood Map

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
7.2.1.B	Identify the basic physical processes that affect the physical characteristics of places.	Identify the basic physical processes that affect the physical characteristics of places. Social Studies Grade 1 2017 Social Studies 1A- Module 6: Examine a World Globe Social Studies 1A- Module 6: Impact of Location
7.3.1.A	Identify the local climate and how it determines the way people live.	
7.4.1.A	Describe how lakes, rivers, and streams impact people.	
8.1.1.A	Demonstrate an understanding of chronology.	
8.1.1.B	Identify a problem or dilemma surrounding an event.	
8.1.1.C	Identify sources of historical information.	
8.2.1.A	Identify groups of people who contribute to a community.	Identify groups of people who contribute to a community. Social Studies Grade 1 2017 Social Studies 1A- Module 5: Make a Neighborhood Map Social Studies 1B- Module 6: Community Review
8.2.1.B	Identify symbols, slogans, or mottos that are representative of the state.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
8.2.1.C	Identify holiday and cultural celebrations in a community and why they are celebrated.	
8.2.1.D	Identify historical conflict in the community.	
8.3.1.A	Identify Americans who played a significant role in American history.	Identify Americans who played a significant role in American history. Social Studies Grade 1 2017 Social Studies 1A- Module 1: Pocahontas: an American Heroine Social Studies 1A- Module 2: Abraham Lincoln Social Studies 1A- Module 2: George Washington Social Studies 1A- Module 3: Clara Barton Social Studies 1A- Module 3: Johnny Appleseed Social Studies 1B- Module 2: Making Choices
8.3.1.B	Identify American landmarks and their significance.	
8.3.1.C	Identify examples of change.	
8.3.1.D	Identify conflict and describe ways to cooperate with others by making smart choices.	
8.4.1.A	Explain why cultures celebrate.	
8.4.1.B	Explain the importance of world landmarks.	
8.4.1.C	Identify holidays and ceremonies of selected world cultures.	

1st Grade Social Studies

PA Core Standard	PA Description	Course Location
8.4.1.D	Describe examples of conflict and cooperation in the classroom community.	

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.1.2.A	Explain the purposes of rules and their consequences in the classroom and school community.	Social Studies KA- Module 1: Rules, Rules, Rules
5.1.2.B	Explain the importance of rules in the classroom and school community.	
5.1.2.C	Define fairness in working with others.	Social Studies KA- Module 6: How Do You Resolve Conflict?
5.1.2.D	Explain why school rules are written and posted.	Social Studies KA- Module 6: How Do You Resolve Conflict?
5.1.2.E	Describe citizens' responsibilities to the state of Pennsylvania and the nation.	Describe citizens' responsibilities to the state of Pennsylvania and the nation. Social Studies Grade 2 2017 Social Studies 2B- Module 5: Folklore and Making Choices Social Studies 3B- Module 6: Laws and Voting Reports
5.1.2.F	Identify state symbols.	
5.2.2.A	Identify and explain the importance of responsibilities at school at home and the community.	Identify and explain the importance of responsibilities at school at home and the community. Social Studies Grade 2 2017 Social Studies 2B- Module 4: Aesop's Fables Social Studies 2B- Module 5: Folklore and Making Choices Social Studies 2B- Module 5: Laws and Community Activism Social Studies 3B- Module 6: Contributing to Community
5.2.2.B	Identify a problem and probable solution.	Social Studies KA- Module 6: How Do You Resolve Conflict?
5.2.2.C	Identify community projects/activities that support leadership and public service.	Identify community projects/activities that support leadership and public service. Social Studies Grade 2 2017 Social Studies 2B- Module 5: Laws and Community Activism Social Studies 3B- Module 6: Contributing to Community

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.2.2.D	Explain responsible community behavior.	Explain responsible community behavior. Social Studies Grade 2 2017 Social Studies 2B- Module 5: Laws and Community Activism Social Studies 3B- Module 6: Contributing to Community
5.3.2.A	Identify the role government plays in the community (education, transportation).	Identify the role government plays in the community (education, transportation). Social Studies Grade 2 2017 Social Studies 3B- Module 6: Contributing to Community
5.3.2.B	Identify local government leaders.	Identify local government leaders. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Contributing to Community
5.3.2.C	Identify other types of services provided by local government.	Identify other types of services provided by local government. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Contributing to Community
5.3.2.D	Identify positions of authority at school.	Social Studies KA- Module 6: Who Is the Boss?
5.3.2.E	Describe situations in the state or nation when having an elected official represent the people is beneficial.	
5.3.2.F	Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.	Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Contributing to Community
5.3.2.H	Identify different forms of media.	

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.3.2.I	Define taxes and why they are paid.	Define taxes and why they are paid. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Contributing to Community
5.3.2.J	Identify the responsibilities of voters after the vote.	Identify the responsibilities of voters after the vote. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Laws and Voting Reports
5.4.2.A	Explain examples of conflict in the community, state, and nation.	Explain examples of conflict in the community, state, and nation. Social Studies Grade 2 2017 Social Studies 2B- Module 5: Laws and Community Activism
5.4.2.B	Identify ways that countries can work together.	
5.4.2.C	Explain why nations need to work together for peace.	
5.4.2.D	Identify the different types of media.	
5.4.2.E	Explain how a community reaches compromise.	
6.1.2.A	Identify scarcity of resources within the school community.	Identify scarcity of resources within the school community. Social Studies Grade 2 2017 Social Studies 2B- Module 3: How the Economy Works Social Studies 2B- Module 3: Limited Resources
6.1.2.B	Identify community wants and needs.	Identify community wants and needs. Social Studies Grade 2 2017 Social Studies 2B- Module 3: How the Economy Works

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.1.2.C	Explain how choice has consequences.	Explain how choice has consequences. Social Studies Grade 2 2017 Social Studies 2B- Module 3: How the Economy Works Social Studies 2B- Module 3: Limited Resources
6.1.2.D	Identify a choice based on community interest.	Identify a choice based on community interest. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Contributing to Community
6.2.2.A	Identify goods, services, consumers, and producers in the local community.	Identify goods, services, consumers, and producers in the local community. Social Studies Grade 2 2017 Social Studies 2B- Module 3: Money for Goods and Services
6.2.2.B	Differentiate between markets and competition.	
6.2.2.C	Define personal choice as related to buying an item.	Define personal choice as related to buying an item. Social Studies Grade 2 2017 Social Studies 2B- Module 3: How the Economy Works Social Studies 2B- Module 3: Limited Resources
6.2.2.D	Explain how demand for a consumer good impacts price.	
6.2.2.E	Identify the impact on a community when a business closes.	
6.2.2.F	Describe the role of financial institutions as related to consumers' financial needs.	
6.2.2.G	Identify examples of an economic system.	

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.3.2.A	Identify examples of goods and services provided by the private sector.	Identify examples of goods and services provided by the private sector. Social Studies Grade 2 2017 Social Studies 2B- Module 3: Money for Goods and Services
6.3.2.C	Define taxes and who pays them.	
6.3.2.D	Identify products produced outside the United States.	
6.4.2.A	Identify local examples of specialization of work.	
6.4.2.C	Identify products that come from many different countries.	
6.4.2.D	Identify buyers and sellers and how their wants and needs are addressed.	Identify buyers and sellers and how their wants and needs are addressed. Social Studies Grade 2 2017 Social Studies 2B- Module 3: How the Economy Works Social Studies 2B- Module 3: Money for Goods and Services
6.5.2.A	Explain how money earned by individuals is used to meet needs and wants.	Explain how money earned by individuals is used to meet needs and wants. Social Studies Grade 2 2017 Social Studies 2B- Module 3: How the Economy Works
6.5.2.B	Different how different job skills impact earnings.	
6.5.2.C	Describe the roles of local businesses.	
6.5.2.D	Describe money saving behaviors.	
6.5.2.E	Describe the qualities that may be necessary to complete a task.	
6.5.2.F	Explain the responsibilities of a business owner.	
6.5.2.G	Identify how saving for a purchase occurs over time.	

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.5.2.H	Describe why people save money in the local bank.	
7.1.2.A	Identify how basic geographic tools are used to organize information.	Identify how basic geographic tools are used to organize information. Social Studies Grade 2 2017 Social Studies 2A- Module 4: The Geography of Africa Social Studies 2A- Module 4: Using Maps to Find Direction Social Studies 2A- Module 4: What is Geography Social Studies 2A- Module 5: The Geography of the British Isles Social Studies 2A- Module 5: Environmental Regions Social Studies 2A- Module 5: Locating Oceans and Continents Social Studies 2A- Module 6: Community Geography Social Studies 2A- Module 6: Geography and your Family Tree Social Studies 2A- Module 6: The Movement of the Celtic People Social Studies 2B- Module 1: Capital Resources
7.1.2.B	Describe regions in geographic reference using physical features.	Describe regions in geographic reference using physical features. Social Studies Grade 2 2017 Social Studies 2A- Module 5: The Geography of the British Isles Social Studies 2A- Module 5: Environmental Regions Social Studies 2A- Module 6: Community Geography
7.2.2.A	Identify the physical characteristics of places.	Identify the physical characteristics of places. Social Studies Grade 2 2017 Social Studies 2A- Module 5: The Geography of the British Isles Social Studies 2A- Module 5: Environmental Regions Social Studies 2A- Module 6: Community Geography
7.2.2.B	Identify the basic physical processes that affect the physical characteristics regions.	Identify the basic physical processes that affect the physical characteristics regions. Social Studies Grade 2 2017 Social Studies 2A- Module 5: The Geography of the British Isles Social Studies 2A- Module 5: Locating Oceans and Continents Social Studies 2A- Module 6: Community Geography

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.3.2.A	Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).	
7.4.2.A	Identify how environmental changes can impact people.	
8.1.2.A	Read and interpret information on simple timelines.	
8.1.2.B	Identify documents relating to an event.	
8.1.2.C	Apply sources of historical information.	
8.2.2.A	Identify historical figures in the local community.	Identify historical figures in the local community. Social Studies Grade 2 2017 Social Studies 3B- Module 6: Communities Around the World
8.2.2.B	Identify important buildings, statutes, and monuments associated with the state's history.	
8.2.2.C	Identify how commerce and industry and social organizations have changed over time in Pennsylvania.	
8.2.2.D	Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.	
8.3.2.A	Identify groups and organizations and their contributions to the United States.	Identify groups and organizations and their contributions to the United States. Social Studies Grade 2 2017 Social Studies 2B- Module 5: Laws and Community Activism Social Studies 3B- Module 6: Laws and Voting Reports
8.4.2.A	Explain why cultures have commemorations and remembrances.	
8.4.2.B	Explain the significance of historical documents on world history.	

2nd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.4.2.C	Identify how cultures have commemorations and remembrances.	
8.4.2.D	Identify global issues that require cooperation among nations.	

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.1.3.A	Explain the purposes of rules, laws, and consequences.	Explain the purposes of rules, laws, and consequences. Social Studies Grade 3 2017 Social Studies 3B- Module 4: Government Structure: The Kush of Ancient Africa Social Studies 3B- Module 4: The Need for Laws and Government Social Studies 3B- Module 4: The Purpose of Laws and Government Social Studies 3B- Module 5: The Purpose and Nature of Government
5.1.3.B	Explain rules and laws for the classroom, school, and community.	Explain rules and laws for the classroom, school, and community. Social Studies Grade 3 2017 Social Studies 3B- Module 4: Government Structure: The Kush of Ancient Africa Social Studies 3B- Module 4: The Need for Laws and Government Social Studies 3B- Module 4: The Purpose of Laws and Government Social Studies 3B- Module 5: The Purpose and Nature of Government
5.1.3.C	Define the principles and ideals shaping local government. Liberty / Freedom Democracy Justice Equality	
5.1.3.D	Identify key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.1.3.F	Identify state symbols, national symbols, and national holidays.	Identify state symbols, national symbols, and national holidays. Social Studies Grade 3 2017 Social Studies 3B- Module 6: Republican Principles off Government
5.2.3.A	Identify personal rights and responsibilities.	
5.2.3.B	Identify the sources of conflict and disagreement and different ways conflict can be resolved.	
5.2.3.C	Identify leadership and public service opportunities in the school, community, state, and nation.	Identify leadership and public service opportunities in the school, community, state, and nation. Social Studies Grade 3 2017 Social Studies 3B- Module 3: In the Community
5.2.3.D	Describe how citizens participate in school and community activities.	Describe how citizens participate in school and community activities. Social Studies Grade 3 2017 Social Studies 3B- Module 3: In the Community
5.3.3.A	Identify the roles of the three branches of government.	Identify the roles of the three branches of government. Social Studies Grade 3 2017 Social Studies 3B- Module 5: The Purpose and Nature of Government

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.3.3.B	Identify how laws are made in the local community.	Identify how laws are made in the local community. Social Studies Grade 3 2017 Social Studies 3B- Module 6: Your Local Government
5.3.3.C	Identify services performed by the local governments.	
5.3.3.D	Identify positions of authority at school and community.	Identify positions of authority at school and community. Social Studies Grade 3 2017
5.3.3.E	Explain the purpose for elections.	Explain the purpose for elections. Social Studies Grade 3 2017 Social Studies 3B- Module 5: The Purpose and Nature of Government
5.3.3.F	Explain how an action may be just or unjust.	Social Studies 2B- Module 4: Aesop's Fables, Social Studies 2B- Module 5: Folklore and Telling the Truth
5.3.3.G	Identify individual interests and explain ways to influence others.	
6.1.3.A	Define scarcity and identify examples of resources, wants, and needs.	Define scarcity and identify examples of resources, wants, and needs. Social Studies Grade 3 2017 Social Studies 3B- Module 2: Specialization

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.1.3.B	Identify needs and wants of people. Identify examples of natural, human, and capital resources.	Social Studies 2B- Module 3: How the Economy Works
6.1.3.C	Explain what is given up when making a choice.	Explain what is given up when making a choice. Social Studies Grade 3 2017 Social Studies 3B- Module 3: In the Community Social Studies 3B- Module 3: The Role of Choice
6.1.3.D	Identify reasons why people make a choice.	Identify reasons why people make a choice. Social Studies Grade 3 2017 Social Studies 3B- Module 3: In the Community Social Studies 3B- Module 3: The Role of Choice
6.2.3.A	Identify goods, services, consumers, and producers in the local community.	Identify goods, services, consumers, and producers in the local community. Social Studies Grade 3 2017 Social Studies 3B- Module 1: Natural, Human and Capital Resources Social Studies 3B- Module 1: Natural, Human and Capital Resources II
6.2.3.B	Identify competing sellers in the local market.	
6.2.3.C	Identify types of advertising designed to influence personal choice.	
6.2.3.D	Define price and how prices vary for products.	

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.2.3.E	Describe the effect of local businesses opening and closing.	
6.2.3.F	Identify private economic institutions.	
6.2.3.G	Identify characteristics of the local economy.	
6.3.3.A	Identify goods and services provided by the government.	Social Studies 2B- Module 6: Contributing to Community
6.3.3.B	Identify examples of government involvement in local economic activities.	
6.3.3.C	Define tax and explain the relationship between taxation and government services.	
6.4.3.A	Identify local examples of specialization and division of labor.	Identify local examples of specialization and division of labor. Social Studies Grade 3 2017 Social Studies 3B- Module 2: Interdependence Social Studies 3B- Module 2: Review: Specialization and Interdependence
6.4.3.B	Identify examples of trade, imports, and exports in the local community.	
6.5.3.A	Explain why people work.	
6.5.3.B	Identify different occupations.	
6.5.3.E	Identify tangible and intangible assets.	

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.5.3.G	Define saving and explain why people save.	
6.5.3.H	Identify the role of banks in our local community.	
7.1.3.A	Identify how basic geographic tools are used to organize and interpret information about people, places and environment.	<p>Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>Social Studies Grade 3 2017</p> <p>Social Studies 3A- Module 4: Finding Locations on Maps</p> <p>Social Studies 3A- Module 4: Mapping Ancient Phoenicia</p> <p>Social Studies 3A- Module 4: The Land of the Ancient Hebrews</p> <p>Social Studies 3A- Module 5: Mapping Ancient Africa</p> <p>Social Studies 3A- Module 5: Native Americans: Mapping Their Land</p> <p>Social Studies 3A- Module 5: The United Landscape</p> <p>Social Studies 3A- Module 6: Creating a World Map</p> <p>Social Studies 3A- Module 6: Heritage Mapping</p> <p>Social Studies 3A- Module 6: Life on the U.S. Frontier</p>

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.1.3.B	Identify and locate places and regions as defined by physical and human features.	Identify and locate places and regions as defined by physical and human features. Social Studies Grade 3 2017 Social Studies 3A- Module 4: Finding Locations on Maps Social Studies 3A- Module 4: Mapping Ancient Phoenicia Social Studies 3A- Module 4: The Land of the Ancient Hebrews Social Studies 3A- Module 5: Mapping Ancient Africa Social Studies 3A- Module 5: Native Americans: Mapping Their Land Social Studies 3A- Module 5: The United Landscape Social Studies 3A- Module 6: Creating a World Map Social Studies 3A- Module 6: Life on the U.S. Frontier
7.2.3.A	Identify the physical characteristics of places and regions.	Identify the physical characteristics of places and regions. Social Studies Grade 3 2017 Social Studies 3A- Module 4: Mapping Ancient Phoenicia Social Studies 3A- Module 6: Creating a World Map Social Studies 3A- Module 6: Life on the U.S. Frontier
7.2.3.B	Identify the basic physical processes that affect the physical characteristics of places and regions.	Identify the basic physical processes that affect the physical characteristics of places and regions. Social Studies Grade 3 2017 Social Studies 3A- Module 5: The United Landscape

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.3.3.A	Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities	
7.4.3.A	Identify the effect of the physical systems on people within a community.	Identify the effect of the physical systems on people within a community. Social Studies Grade 3 2017 Social Studies 3B- Module 1: The Resources of Ancient Africa Social Studies 3B- Module 5: The Purpose and Nature of Government
7.4.3.B	Identify the effect of people on the physical systems within a community.	Social Studies 2A- Module 6: Geography and your Family Tree, Social Studies 2A- Module 6: The Movement of the Celtic People
8.1.3.A	Identify the difference between past, present and future using timelines and/or other graphic representations.	
8.1.3.B	Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	Identify fact, opinion, multiple points of view, and primary sources as related to historical events. Social Studies Grade 3 2017 Social Studies 3B- Module 3: The Role of Choice
8.1.3.C	Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)	Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research) Social Studies Grade 3 2017 Social Studies 3B- Module 3: The Role of Choice

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.2.3.A	Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	Social Studies 5A- Module 2: Early Colonial Life, Social Studies 5A- Module 2: Important Colonial Figures Part 1
8.2.3.B	Identify historical documents, artifacts, and places critical to Pennsylvania history.	
8.2.3.C	Identify and describe how continuity and change have impacted Pennsylvania history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	
8.2.3.D	Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. Ethnicity and race Working conditions Immigration Military conflict Economic stability	

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.3.3.A	Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.	<p>Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>Social Studies Grade 3 2017 Social Studies 3A- Module 2: Native Americans: The Cherokee Social Studies 3A- Module 3: Native Americans: The Hopi Social Studies 3A- Module 3: Native Americans: The Sioux Social Studies 3A- Module 3: North American Exploration and Settlement Social Studies 3A- Module 5: Native Americans: Mapping Their Land Social Studies 3A- Module 6: Life on the U.S. Frontier Social Studies 3B- Module 2: Interdependence Social Studies 3B- Module 2: Review: Specialization and Interdependence Social Studies 3B- Module 2: Specialization Social Studies 3B- Module 3: Creating a Frontier Town Social Studies 3B- Module 5: Government Structure: The Cherokee Social Studies 3B- Module 5: Government Structure: The Hopi Social Studies 3B- Module 5: The Purpose and Nature of Government Social Studies 3B- Module 6: Republican Principles off Government Social Studies 3B- Module</p>
8.3.3.B	Identify and describe historical documents, artifacts, and places critical to United States history.	<p>Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>Social Studies Grade 3 2017 Social Studies 3B- Module 6: The Origin of the American Government</p>

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.3.3.C	Identify and describe how continuity and change have impacted U.S. history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Demonstrate an understanding of how people in different times and places view the world. Social Studies Grade 3 2017 Social Studies 3A- Module 3: North American Exploration and Settlement Social Studies 3B- Module 3: Creating a Frontier Town Social Studies 3B- Module 5: Government Structure: The Cherokee Social Studies 3B- Module 5: Government Structure: The Hopi Social Studies 3B- Module 5: The Purpose and Nature of Government Social Studies 3B- Module 6: Republican Principles off Government Social Studies 3B- Module 6: The Origin of the American Government Social Studies 3B- Module 6: Your Local Government
8.3.3.D	Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. Ethnicity and race Working conditions Immigration Military conflict Economic stability	
8.4.3.A	Identify the elements of culture and ethnicity.	Identify the elements of culture and ethnicity. Social Studies Grade 3 2017 Social Studies 3A- Module 1: Ancient Hebrew Culture 3 Social Studies 3A- Module 1: Ancient Hebrew Culture 1 Social Studies 3A- Module 1: Ancient Hebrew Culture 2 Social Studies 3B- Module 1: Natural, Human and Capital Resources II

3rd Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.4.3.B	Identify the importance of artifacts and sites to different cultures and ethnicities.	
8.4.3.C	Compare and contrast selected world cultures.	Compare and contrast selected world cultures. Social Studies Grade 3 2017 Social Studies 3A- Module 1: Ancient Hebrew Culture 3 Social Studies 3A- Module 1: Ancient Hebrew Culture 1 Social Studies 3A- Module 1: Ancient Hebrew Culture 2 Social Studies 3B- Module 1: Natural, Human and Capital Resources II
8.4.3.D	Identify conflict and cooperation among groups and organizations from around the world.	

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
6.5.4.G	Compare different ways people save.	SS/4B/Module 21/Borrowing, Renting, and Credit SS/4B/Module 21/Making Decisions and Budgeting SS/4B/Module 21/Earning and Saving Money SS/4B/Module 21/Opportunity Cost and Investments SS/4B/Module 21/Making Decisions and Budgeting SS/4B/Module 27/Problem Solving for Me SS/4B/Module 27/Helping Others Solve a Problem	
7.1.4.B	Describe and locate places and regions as defined by physical and human features.	Describe and locate places and regions as defined by physical and human features.	Identify the Thirteen Colonies XB7 Select the Thirteen Colonies 5LB Name the Thirteen Colonies PBV Identify oceans and continents 5LE Select oceans and continents B7Q Name oceans and continents 8LW Identify states of the West DXV Select states of the West S68 Name states of the West SST Identify states of the Midwest TEZ Select states of the Midwest S92 Name states of the Midwest U9L Identify states of the Southeast 7CG Select states of the Southeast HZ2 Name states of the Southeast HUD Identify states of the Northeast JVY Select states of the Northeast SHG Name states of the Northeast 5CM
5.2.4.D	Describe how citizens participate in school and community activities.	Describe how citizens participate in school and community activities. SS/4A/Module 14/Elected Officials SS/4A/Module 18/Voting SS/4A/Module 18/Leadership and Service SS/4A/Module 18/What Can I Do? SS/4B/Module 27/Helping Others Solve a Problem SS/4B/Module 27/Decision Making For Me SS/4B/Module 27/Helping Others Make a Decision SS/4B/Module 27/Problem Solving for Me SS/4A/Module 16/Laws SS/4A/Module 18/Rights and Responsibilities	

4th Grade Social Studies Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
7.1.4.A	Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	<p>Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>Social Studies Grade 4 2017 Social Studies 4A- Module 1: Finishing Your Landscape Lesson Social Studies 4A- Module 1: Introduction to Lesson Social Studies 4A- Module 1: Topography Project Lesson Social Studies 4A- Module 2: Animal Models Lesson Social Studies 4A- Module 2: Animal Research Lesson Social Studies 4A- Module 2: Local Animal Life Lesson Social Studies 4A- Module 3: Native American Lesson Social Studies 4A- Module 5: Population Areas Lesson Social Studies 4A- Module 5: State Geography Lesson Social Studies 4A- Module 5: State Project Lesson Social Studies 4A- Module 6: Colonial History Lesson Social Studies 4A- Module 6: Natural Wonders Lesson Social Studies 4A- Module 6: Wonders and Landforms Lesson Social Studies 4B- Module 2: Settlers In Your State</p>	Read a map: cardinal directions 6M2 Identify lines of latitude and longitude 5GB Use lines of latitude and longitude SVL
5.3.4.B	Describe how the elected representative bodies function in making local and state laws.	<p>Describe how the elected representative bodies function in making local and state laws.</p> <p>SS/4A/Module 14/State Constitution SS/4A/Module 14/Three Branches of Government SS/4A/Module 14/Elected Officials SS/4A/Module 15/Preamble and U.S. Constitution SS/4A/Module 16/Laws SS/4A/Module 18/Rights and Responsibilities</p>	Local government XNT State government VKA

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
6.3.4.B	Describe the impact of government involvement in state and national economic activities.	Describe the impact of government involvement in state and national economic activities. SS/4A/Module 16/Public Goods and Services SS/4A/Module 16/Pay Your Taxes SS/4A/Module 16/Taxes Pay For...	
6.2.4.F	Describe the role of a private economic institution in the local community.	Describe the role of a private economic institution in the local community. SS/4B/Module 21/Borrowing, Renting, and Credit	
5.2.4.C	Describe the roles of leadership and public service in school, community, state, and nation.	Describe the roles of leadership and public service in school, community, state, and nation. SS/4A/Module 14/Elected Officials SS/4A/Module 18/Voting SS/4A/Module 18/Leadership and Service SS/4A/Module 18/What Can I Do? SS/4A/Module 13/Three Branches of Federal Government SS/4A/Module 13/Elected Officials SS/4A/Module 16/Laws SS/4A/Module 18/Rights and Responsibilities	Local government XNT State government VKA Federal government MZK
5.2.4.B	Describe the sources of conflict and disagreement and different ways conflict can be resolved.	Describe the sources of conflict and disagreement and different ways conflict can be resolved. SS/4A/Module 18/What Can I Do? SS/4A/Module 18/Resolving Conflict SS/4A/Module 16/Laws SS/4A/Module 18/Rights and Responsibilities	

4th Grade Social Studies Alignment

PA Standard			
Code	PA Description	Course Location	Location (IXL)
6.2.4.B	Determine how sellers compete with one another.	Determine how sellers compete with one another. SS/4B/Module 19/Supply and Demand SS/4B/Module 19/Goods and Services SS/4B/Module 19/Jobs and Industry SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 20/Communication and Transportation SS/4B/Module 20/Advertising SS/4B/Module 21/Opportunity Costs and Investments SS/4B/Module 20/Business Choices SS/4B/Module 22/Market System SS/4B/Module 22/Traditional System SS/4B/Module 22/Command System SS/4B/Module 19/Producers, Consumers, and Entrepreneurs SS/4B/Module 19/Goods and Services	What is economics? DY6
6.2.4.C	Differentiate between monetary and non-monetary incentives in advertising.	Differentiate between monetary and nonmonetary incentives in advertising. SS/4B/Module 20/Advertising	

4th Grade Social Studies Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
8.3.4.A	Differentiate common characteristics of the social, political, cultural and economic groups in United States history.	<p>Differentiate common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>Social Studies Grade 4 2017 Social Studies 4A- Module 3: Creating an Outline and Writing the Report Lesson Social Studies 4A- Module 3: Local Native American Groups Lesson Social Studies 4A- Module 3: Native American Lesson Social Studies 4A- Module 3: Writing Your Report Lesson Social Studies 4A- Module 4: Native American Chiefs Lesson Social Studies 4A- Module 4: Native American Child Lesson Social Studies 4A- Module 4: Native American Village Lesson Social Studies 4B- Module 5: Native American Poetry and Cowboy Songs</p>	New England colonies: economy and conflict 8FS Middle colonies: economy and society WV6 Southern colonies: economy and slavery VX2
8.2.4.A	Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	<p>Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>Social Studies Grade 4 2017 Social Studies 4B- Module 2: Researching Settlers Social Studies 4B- Module 2: Settler Report Social Studies 4B- Module 2: Settlers In Your State Social Studies 4B- Module 6: Events Leading to Statehood</p>	Middle colonies: founding and government C2J Middle colonies: economy and society WV6
8.1.4.B	Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. (Reference Civics and Government Standard 5.1.9.C.)	<p>Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>Social Studies Grade 4 2017 Social Studies 4B- Module 5: Native American Poetry and Cowboy Songs Social Studies 4B- Module 5: The Pony Express</p>	Identify facts and opinions W6F

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
5.1.4.A	Examine school rules and consequences.	Examine school rules and consequences. SS/4A/Module 16/Laws SS/4A/Module 18/Rights and Responsibilities	
6.5.4.H	Examine the basic operation of the banking system.	Examine the basic operation of the banking system. SS/4B/Module 21/Borrowing, Renting, and Credit SS/4B/Module 21/Making Decisions and Budgeting SS/4B/Module 21/Earning and Saving Money SS/4B/Module 21/Opportunity Cost and Investments SS/4B/Module 21/Making Decisions and Budgeting	Banks GGX
6.2.4.A	Explain how a product moves from production to consumption.	Explain how a product moves from production to consumption. SS/4B/Module 19/Supply and Demand SS/4B/Module 19/Goods and Services SS/4B/Module 19/Jobs and Industry SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 20/Communication and Transportation SS/4B/Module 21/Opportunity Costs and Investments SS/4B/Module 22/Market System SS/4B/Module 22/Traditional System SS/4B/Module 22/Command System SS/4B/Module 19/Producers, Consumers, and Entrepreneurs SS/4B/Module 19/Goods and Services	
5.3.4.F	Explain how different perspectives can lead to conflict.	Explain how different perspectives can lead to conflict. SS/4A/Module 18/What Can I Do? SS/4A/Module 18/Resolving Conflict	Antebellum Period: abolitionist and proslavery perspectives 26A Antebellum Period: slavery and politics part I PC2 Antebellum Period: slavery and politics part II 2A4

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
6.3.4.A	Explain how government responds to social needs by providing public goods and services.	<p>Explain how government responds to social needs by providing public goods and services.</p> <p>SS/4A/Module 16/Public Goods and Services SS/4A/Module 16/Pay Your Taxes SS/4A/Module 16/Taxes Pay For...</p>	Local government XNT State government VKA
5.1.4.B	Explain rules and laws for the classroom, school, community, and state.	<p>Explain rules and laws for the classroom, school, community, and state.</p> <p>SS/4A/Module 14/State Constitution SS/4A/Module 14/Three Branches of Government SS/4A/Module 16/Laws SS/4A/Module 18/Rights and Responsibilities</p>	Local government XNT State government VKA
6.2.4.D	Explain the role of buyers and sellers in determining prices of products.	<p>Explain the role of buyers and sellers in determining prices of products.</p> <p>SS/4B/Module 19/Supply and Demand SS/4B/Module 19/Goods and Services SS/4B/Module 19/Jobs and Industry SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 20/Communication and Transportation SS/4B/Module 20/Advertising SS/4B/Module 20/Business Choices SS/4B/Module 21/Opportunity Costs and Investments SS/4B/Module 22/Market System SS/4B/Module 22/Traditional System SS/4B/Module 22/Command System SS/4B/Module 19/Producers, Consumers, and Entrepreneurs SS/4B/Module 19/Goods and Services</p>	<p>Understand quantity supplied and quantity demanded H7N</p> <p>Understand overall supply and demand ZXW</p>

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
5.3.4.E	Explain the voting process.	Explain the voting process. SS/4A/Module 14/Elected Officials SS/4A/Module 18/Voting SS/4A/Module 18/Leadership and Service	Presidential elections ZVU
6.1.4.D	Explain what influences the choices people make	Explain what influences the choices people make. SS/4B/Module 19/Goods and Services SS/4B/Module 21/Earning and Saving Money SS/4B/Module 21/Borrowing, Renting, and Credit SS/4B/Module 21/Making Decisions and Budgeting SS/4B/Module 19/Producers, Consumers, and Entrepreneurs SS/4B/Module 19/Goods and Services	What is economics? DY6
6.2.4.E	Explain why local businesses open and close.	Explain why local businesses open and close. SS/4B/Module 19/Supply and Demand SS/4B/Module 19/Goods and Services SS/4B/Module 19/Jobs and Industry SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 20/Communication and Transportation SS/4B/Module 20/Advertising SS/4B/Module 20/Business Choices SS/4B/Module 21/Opportunity Costs and Investments SS/4B/Module 22/Market System SS/4B/Module 22/Traditional System SS/4B/Module 22/Command System SS/4B/Module 19/Producers, Consumers, and Entrepreneurs SS/4B/Module 19/Goods and Services	

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
6.4.4.B	Explain why nations trade.	<p>Explain why nations trade.</p> <p>SS/4B/Module 22/Imports and Exports SS/4B/Module 22/Currency Exchange SS/4B/Module 26/Working Together SS/4B/Module 26/Treaties</p>	
6.3.4.C	Explore ways in which tax revenues are used in local community.	<p>Explore ways in which tax revenues are used in local community.</p> <p>SS/4A/Module 16/Public Goods and Services SS/4A/Module 16/Pay Your Taxes SS/4A/Module 16/Taxes Pay For...</p>	
8.1.4.C	Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)	<p>Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)</p> <p>Social Studies Grade 4 2017 Social Studies 4A- Module 2: Animal Research Lesson Social Studies 4A- Module 3: Native American Lesson Social Studies 4A- Module 4: Native American Chiefs Lesson Social Studies 4A- Module 5: Population Areas Lesson Social Studies 4A- Module 5: State Project Lesson Social Studies 4A- Module 6: Colonial History Lesson Social Studies 4B- Module 2: Researching Settlers Social Studies 4B- Module 2: Settlers In Your State Social Studies 4B- Module 3: Pioneer Farm Tools</p>	

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
8.1.4.A	Identify and describe how geography and climate have influenced continuity and change over time.	Identify and describe how geography and climate have influenced continuity and change over time. Social Studies Grade 4 2017 Social Studies 4A- Module 5: Population Areas Lesson Social Studies 4B- Module 6: Events Leading to Statehood	
5.3.4.G	Identify individual interests and explain ways to influence others.	Identify individual interests and explain ways to influence others. SS/4B/Module 27/Decision Making For Me SS/4B/Module 20/Advertising SS/4B/Module 21/Making Decisions and Budgeting	
5.2.4.A	Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.	Identify individual rights and needs and the rights and needs of others in the classroom, school, and community. SS/4A/Module 18/Voting SS/4A/Module 18/Rights and Responsibilities SS/4A/Module 14/State Constitution SS/4A/Module 15/State Documents SS/4A/Module 14/Three Branches of State Government SS/4A/Module 18/Leadership and Service SS/4A/Module 18/What Can I Do? SS/4A/Module 18/Resolving Conflict SS/4A/Module 16/Laws	
5.3.4.D	Identify positions of authority at the local and state, and national level.	Identify positions of authority at the local and state, and national level.	Local government XNT State government VKA Federal government MZK

4th Grade Social Studies Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
6.1.4.A	Identify scarcity of resources in a local community.	Identify scarcity of resources in a local community. SS/4B/Module 19/Supply and Demand SS/4B/Module 19/Goods and Services SS/4B/Module 19/Jobs and Industry SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 22/Market System SS/4B/Module 22/Traditional System SS/4B/Module 22/Command System	
5.1.4.F	Identify state symbols, national symbols, and national holidays.	Identify state symbols, national symbols, and national holidays. Social Studies Grade 4 2017 Social Studies 4A- Module 5: Population Areas Lesson Social Studies 4B- Module 4: Encounters with Native Americans	Identify American symbols FM9 Identify American landmarks and monuments: part I QUS Identify American landmarks and monuments: part II 7VC The American flag 2UT The White House YRU The Washington Monument HHC The Lincoln Memorial LRP The Statue of Liberty YQZ The Empire State Building FJE The Golden Gate Bridge 6ZR Mount Rushmore 8B5 Thanksgiving 8PG
7.2.4.B	Identify the basic physical processes that affect the physical characteristics of places and regions.	Identify the basic physical processes that affect the physical characteristics of places and regions. Social Studies Grade 4 2017 Social Studies 4A- Module 1: Introduction to Lesson Social Studies 4A- Module 6: Natural Wonders Lesson	
7.4.4.A	Identify the effect of the physical systems on people within a community.	Identify the effect of the physical systems on people within a community. Social Studies Grade 4 2017 Social Studies 4A- Module 5: Population Areas Lesson Social Studies 4B- Module 6: Events Leading to Statehood	

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
7.2.4.A	Identify the physical characteristics of places and regions.	Identify the physical characteristics of places and regions. Social Studies Grade 4 2017 Social Studies 4A- Module 2: Animal Research Lesson Social Studies 4A- Module 6: Natural Wonders Lesson Social Studies 4A- Module 6: Wonders and Landforms Lesson	
6.5.4.B	Identify the requirements for different careers and occupations.	Identify the requirements for different careers and occupations. SS/4B/Module 20/Specialization and Division of Labor SS/4B/Module 28/American Economics	
5.3.4.A	Identify the roles of the three branches of government.	Identify the roles of the three branches of government. SS/4A/Module 13/Purpose and Principles SS/4A/Module 13/Three Branches of Federal Government SS/4A/Module 13/Elected Officials SS/4A/Module 14/State Constitution SS/4A/Module 14/Three Branches of Government SS/4A/Module 14/Elected Officials SS/4A/Module 15/Preamble and U.S. Constitution	Federal government MZK The Constitution AML Checks and balances 8VT
5.3.4.C	Identify the services performed by local and state governments.	Identify the services performed by local and state governments. SS/4A/Module 16/Pay Your Taxes SS/4A/Module 16/Taxes Pay For... SS/4A/Module 16/Public Good and Services	Local government XNT State government VKA

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
6.1.4.C	Illustrate what individuals or organizations give up when making a choice.	Illustrate what individuals or organizations give up when making a choice. SS/4B/Module 19/Business and Risk SS/4B/Module 19/Supply and Demand SS/4B/Module 19/Goods and Services SS/4B/Module 19/Jobs and Industry SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 22/Market System SS/4B/Module 22/Traditional System SS/4B/Module 22/Command System SS/4B/Module 20/Limited Resources and Scarcity SS/4B/Module 22/Specialization and Division of Labor SS/4B/Module 19/Producers, Consumers, and Entrepreneurs	Opportunity cost WXX
6.4.4.A	List and explain factors that promote specialization and division of labor.	List and explain factors that promote specialization and division of labor. SS/4B/Module 20/Specialization and Division of Labor	
8.2.4.B	Locate historical documents, artifacts, and places critical to Pennsylvania history.	Locate historical documents, artifacts, and places critical to Pennsylvania history. Social Studies Grade 4 2017 Social Studies 4B- Module 2: Researching Settlers Social Studies 4B- Module 2: Settler Report Social Studies 4B- Module 2: Settlers In Your State Social Studies 4B- Module 6: Events Leading to Statehood	

4th Grade Social Studies Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
8.3.4.B	Locate historical documents, artifacts, and places critical to United States history.	Locate historical documents, artifacts, and places critical to United States history. Social Studies Grade 4 2017 Social Studies 4B- Module 5: The Pony Express	Identify American landmarks and monuments: part I QUS Identify American landmarks and monuments: part II 7VC The American flag 2UT The White House YRU The Washington Monument HHC The Lincoln Memorial LRP The Statue of Liberty YQZ The Empire State Building FJE The Golden Gate Bridge 6ZR Mount Rushmore 8B5
8.4.4.C	Explain how continuity and change in world history have influenced personal development and identity. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations		Ancient Egyptian religion 77P The teachings of Confucius QYZ Origins of Judaism 9TX Origins of Christianity EDV Origins of Islam 96E Origins of Buddhism AE5 Renaissance origins 6L7 The Age of Exploration: origins RSC Portuguese and Spanish expeditions: part I 6PA Portuguese and Spanish expeditions: part II W8W World War I: the war begins CR7 World War I: events of the war RYB World War II: lead-up to war in Europe Asia HCK World War II: global events RDV Science and technology in early China 5BJ World War I: the road to war DRW World War I: the war begins CR7 World War I: events of the war RYB World War I: the road to peace RGU World War II: lead-up to war in Europe Asia HCK World War II: global events RDV Ancient China UXD Classical Athens: geography and society 9D6 The beginnings of Rome LY8 The teachings of Confucius QYZ

4th Grade Social Studies Alignment

PA Standard Code	PA Description	Course Location	Location (IXL)
8.3.4.D	Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. Ethnicity and race Working conditions Immigration Military conflict Economic stability		Antebellum Period: abolitionist and proslavery perspectives 26A Antebellum Period: slavery and politics part I PC2 Antebellum Period: slavery and politics part II 2A4 Reconstruction 2FR Cesar Chavez CDM The American Revolution: the rebellion begins 98P The American Revolution: preparing for war KR9 The American Revolution: struggle for independence UH8 The American Revolution: turning the tide of the war 67Y The American Revolution: conclusion and aftermath 9JD The War of 1812: causes EQR The War of 1812: events and effects LYJ The Civil War: the beginning of the war NCZ The Civil War: the First Battle of Bull Run to Gettysburg XRQ The Civil War: war tactics and the home front L5S The Civil War: the end of the war Y79 The Great Depression: part I 8ZE The Great Depression: part II GH5 The New Deal 6VL
8.4.4.A	Differentiate common characteristics of the social, political, cultural, and economic groups in world history		Early Mesopotamia VZZ Mesopotamian empires KQS Ancient Egypt: the Old Kingdom DWC Ancient China UXD Early Chinese thought Z6S The Qin Empire 85N Science and technology in early China 5BJ The teachings of Confucius QYZ Classical Athens: geography and society 9D6 Classical Athens: government and culture SHJ Early Roman society and politics 77L
7.3.4.A	Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities		Jamestown: the early years RE5 Plymouth WS9 Middle colonies: founding and government C2J Southern colonies: founding and government ZAU New England colonies: economy and conflict 8FS Middle colonies: economy and society WV6 Southern colonies: economy and slavery VX2 New England colonies: religion and government CQ5 Middle colonies: founding and government C2J Southern colonies: founding and government ZAU

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
8.2.4.D	Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania Ethnicity and race Working conditions Immigration Military conflict Economic stability		Middle colonies: economy and society WV6 Middle colonies: founding and government C2J Middle colonies: economy and society WV6 The American Revolution: struggle for independence UH8 The Civil War: the First Battle of Bull Run to Gettysburg XRQ Middle colonies: economy and society WV6
8.2.4.C	Explain how continuity and change in Pennsylvania history have influenced personal development and identity. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations		Middle colonies: founding and government C2J Middle colonies: economy and society WV6 Middle colonies: economy and society WV6 Middle colonies: founding and government C2J Middle colonies: economy and society WV6
8.3.4.C	Explain how continuity and change in U.S. history have influenced personal development and identity. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations		New England colonies: religion and government CQ5 Middle colonies: founding and government C2J New England colonies: economy and conflict 8FS Middle colonies: economy and society WV6 Southern colonies: economy and slavery VX2 Antebellum Period: economies of the North and South CRC The New Deal 6VL Antebellum Period: economies of the North and South CRC New England colonies: religion and government CQ5 Middle colonies: founding and government C2J Southern colonies: founding and government ZAU The American Revolution: the Thirteen Colonies under British rule YTK The American Revolution: struggle for independence UH8 Antebellum Period: slavery and politics part I PC2 Antebellum Period: slavery and politics part II 2A4 Reconstruction 2FR The New Deal 6VL The Louisiana Purchase UDH
6.1.4.B	Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.		Producers and consumers PQ6 What is economics? DY6

4th Grade Social Studies Alignment

PA Standard Code			
PA Standard Code	PA Description	Course Location	Location (IXL)
5.1.4.D	Identify key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution		The American Revolution: struggle for independence UH8 The Constitution AML The Bill of Rights LRA
8.4.4.D	Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.		The Han Dynasty 6G2 The beginnings of Rome LY8 Portuguese and Spanish expeditions: part II W8W
8.4.4.B	Locate historical documents, artifacts, and sites, which are critical to World history.		The teachings of Confucius QYZ Origins of Judaism 9TX Origins of Christianity EDV Origins of Islam 96E Origins of Buddhism AE5
6.2.4.G	Explain the three basic questions all economic systems must answer. What to produce? How? For whom?		What is economics? DY6 What is economics? DY6 What is economics? DY6
5.1.4.C	Explain the principles and ideals shaping local and state government. Liberty / Freedom Democracy Justice Equality		
7.4.4.B	Identify the effect of people on the physical systems within a community.		

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
5.1.5.A	Understand the rule of law in protecting property rights, individual rights and the common good.		
5.1.5.B	Describe the basic purposes of government in the classroom, school, community, state, and nation.		
5.1.5.C	Describe the principles and ideals shaping local state, and national government. Liberty / Freedom Democracy Justice Equality		Social Studies 3B- Module 5: The Purpose and Nature of Government, Social Studies 3B- Module 6: The Origin of the American Government, Social Studies 3B- Module 6: Republican Principles off Government, Social Studies 3B- Module 5: The Purpose and Nature of Government, Social Studies 3B- Module 6: The Origin of the American Government
5.1.5.D	Interpret key ideas about government found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution		
5.1.5.E	Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.	The Constitution NUW The Bill of Rights GQX	Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution. Social Studies Grade 5 2017 Social Studies 5A- Module 5: The Branches of Government
5.1.5.F	Explain the significance of state symbols, national symbols, and national holidays.		Social Studies 3B- Module 6: Republican Principles off Government
5.2.5.A	Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.		
5.2.5.B	Identify behaviors that promote cooperation among individuals.		
5.2.5.C	Explain why individuals become involved in leadership and public service.		Social Studies 3B- Module 3: In the Community
5.2.5.D	Identify specific ways individuals participate in school and community activities.		Social Studies 3B- Module 3: In the Community, Social Studies 3B- Module 5: The Purpose and Nature of Government

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
5.3.5.A	Describe the responsibilities and powers of the three branches of government.	Local government QBL State government YYG Federal government AGU The Constitution NUW Checks and balances DES	Describe the responsibilities and powers of the three branches of government. Social Studies Grade 5 2017 Social Studies 5A- Module 5: The Branches of Government
5.3.5.B	Describe how the elected representative bodies function in making local, state, and national laws.	Local government QBL State government YYG Federal government AGU	Describe how the elected representative bodies function in making local, state, and national laws. Social Studies Grade 5 2017 Social Studies 5A- Module 5: The Branches of Government
5.3.5.C	Describe the role of local and state government officials.		Social Studies 3B- Module 6: Your Local Government
5.3.5.D	Describe the primary duties of elected local, state, and national positions.		Social Studies 3B- Module 6: Your Local Government
5.3.5.E	Identify the requirements to vote in local, state, and national elections.		Social Studies 3B- Module 5: The Purpose and Nature of Government
5.3.5.F	Examine different ways conflicts can be resolved.		Examine different ways conflicts can be resolved. Social Studies Grade 5 2017 Social Studies 5A- Module 3: The French and Indian War Social Studies 5A- Module 3: Devastation and Surrender Social Studies 5A- Module 5: The Fight For Land
5.3.5.G	Describe how groups try to influence others.		
5.3.5.H	Identify various sources of mass media.		
5.4.5.B	Describe the difference between nation and country.		
6.1.5.A	Explain how limited resources and unlimited wants cause scarcity.		Social Studies 3B- Module 2: Specialization
6.1.5.B	Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.		Social Studies 3B- Module 1: Natural, Human and Capital Resources
6.1.5.C	Explain how people's choices have different economic consequences.		Social Studies 3B- Module 3: In the Community, Social Studies 3B- Module 3: The Role of Choice

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
6.1.5.D	Demonstrate how availability of resources affects choices.		Social Studies 3B- Module 3: In the Community, Social Studies 3B- Module 3: The Role of Choice
6.2.5.A	Describe how goods and services are distributed.		
6.2.5.B	Identify how pricing influences sellers and consumers.		
6.2.5.C	Explain how advertising causes people to change their behavior in predictable ways.		
6.2.5.D	Identify factors that cause changes in price.		
6.2.5.E	Describe the impact of businesses opening and closing on Pennsylvania economy.		
6.2.5.F	Compare and contrast types of private economic institutions.		
6.2.5.G	Describe various economic systems. Traditional Market, Command		
6.3.5.A	Describe the cost and benefits of government economic programs.		
6.3.5.B	Describe factors that influence government economic decision making.		
6.3.5.C	Explore ways in which tax revenue is collected.		
6.4.5.A	Explain why people specialize in the production of goods and services and divide labor.		Social Studies 3B- Module 2: Interdependence, Social Studies 3B- Module 2: Review: Specialization and Interdependence
6.4.5.B	Explain the growth in international trade.		
6.4.5.C	Explain how and where multinational corporations operate.		
6.4.5.D	Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.		
6.5.5.A	Describe how the availability of goods and services is made possible by the work of members of the society.		Social Studies 3B- Module 1: Natural, Human and Capital Resources I and II
6.5.5.B	Differentiate the requirements for different careers and occupations.		Social Studies 3B- Module 3: In the Community

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
6.5.5.D	Explain how positive and negative incentives affect individual choices.		Social Studies 3B- Module 3: In the Community, Social Studies 3B- Module 3: The Role of Choice
6.5.5.E	Identify tangible and intangible assets.		
6.5.5.F	Define entrepreneurship and its role in the local community.		
6.5.5.G	Identify the costs and benefits of saving.		
6.5.5.H	Identify the costs and benefits of borrowing.		
7.1.5.A	Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	Read a map: cardinal directions QSB Identify lines of latitude and longitude PKX Use lines of latitude and longitude NZR	Describe how common geographic tools are used to organize and interpret information about people, places, and environment. Social Studies Grade 5 2017 Social Studies 5A- Module 1: Later Explorations Social Studies 5A- Module 1: Opening World Social Studies 5A- Module 1: Prince Henry Social Studies 5A- Module 2: New Adventures and The First Settlers at Jamestown Social Studies 5A- Module 5: Moving West Social Studies 5A- Module 6: Gold Social Studies 5B- Module 2: Biomes and Zones Social Studies 5B- Module 2: Maps Social Studies 5B- Module 2: Weather Social Studies 5B- Module 3: Idaho and Montana Social Studies 5B- Module 3: Colorado and Wyoming Social Studies 5B- Module 3: Exploring Your Own State Social Studies 5B- Module 3: Hawaii and Alaska Social Studies 5B- Module 3: Utah, Arizona, and New Mexico Social Studies 5B- Module 3: Washington, Oregon, and California Social Studies 5B- Module 4: Illinois, Indian, and Ohio Social Studies 5B- Module 4: Nebraska, Iowa, Kansas, and Missouri

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
7.1.5.B	Describe and locate places and regions as defined by physical and human features.	Identify oceans and continents PU9 Select oceans and continents UV5 Name oceans and continents 83Z Identify states of the West MWF Select states of the West ZUY Name states of the West Y8W Identify states of the Midwest DSY Select states of the Midwest V2G Name states of the Midwest NYX Identify states of the Southeast E5J Select states of the Southeast DWM Name states of the Southeast 9HM Identify states of the Northeast 65U Select states of the Northeast AXQ Name states of the Northeast NTD Identify the 50 states Z99 Select the 50 states 65J Name the 50 states E6W	Describe and locate places and regions as defined by physical and human features. Social Studies Grade 5 2017 Social Studies 5A- Module 1: Later Explorations Social Studies 5A- Module 1: Opening World Social Studies 5A- Module 1: Prince Henry Social Studies 5A- Module 2: New Adventures and The First Settlers at Jamestown Social Studies 5A- Module 5: Moving West Social Studies 5A- Module 6: Gold Social Studies 5B- Module 2: Biomes and Zones Social Studies 5B- Module 2: Maps Social Studies 5B- Module 2: Weather Social Studies 5B- Module 3: Exploring Your Own State Social Studies 5B- Module 3: Utah, Arizona, and New Mexico Social Studies 5B- Module 3: Washington, Oregon, and California Social Studies 5B- Module 4: Nebraska, Iowa, Kansas, and Missouri Social Studies 5B- Module 4: North Dakota, Minnesota, and South Dakota Social Studies 5B- Module 4: West South Central region Social Studies 5B- Module 5: Kentucky and Tennessee Social Studies 5B- Module 5: States in the South Atlantic
7.2.5.A	Describe the characteristics of places and regions.		Describe the characteristics of places and regions. Social Studies Grade 5 2017 Social Studies 5B- Module 2: Biomes and Zones Social Studies 5B- Module 2: Maps Social Studies 5B- Module 2: Weather Social Studies 5B- Module 3: Exploring Your Own State Social Studies 5B- Module 3: Utah, Arizona, and New Mexico Social Studies 5B- Module 3: Washington, Oregon, and California Social Studies 5B- Module 4: Nebraska, Iowa, Kansas, and Missouri Social Studies 5B- Module 4: North Dakota, Minnesota, and South Dakota Social Studies 5B- Module 4: West South Central region Social Studies 5B- Module 5: Kentucky and Tennessee Social Studies 5B- Module 5: States in the South Atlantic

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
7.2.5.B	Identify the basic physical processes that affect the physical characteristics of places and regions.		Identify the basic physical processes that affect the physical characteristics of places and regions. Social Studies Grade 5 2017 Social Studies 5A- Module 5: Early Accomplishments Social Studies 5B- Module 2: Weather Social Studies 5B- Module 3: Idaho and Montana Social Studies 5B- Module 3: Exploring Your Own State Social Studies 5B- Module 3: Washington, Oregon, and California Social Studies 5B- Module 4: Illinois, Indian, and Ohio Social Studies 5B- Module 4: Nebraska, Iowa, Kansas, and Missouri Social Studies 5B- Module 4: The Great Lakes Social Studies 5B- Module 5: Kentucky and Tennessee Social Studies 5B- Module 5: New England Social Studies 5B- Module 5: States in the South Atlantic
7.3.5.A	Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities		
7.4.5.A	Describe and explain the effects of the physical systems on people within regions.		Describe and explain the effects of the physical systems on people within regions. Social Studies Grade 5 2017 Social Studies 5A- Module 1: Early People and Northwest Indians Social Studies 5B- Module 2: Weather
7.4.5.B	Identify the effect of people on the physical systems within a community.		Social Studies 3B- Module 5: The Purpose and Nature of Government, Social Studies 3B- Module 1: The Resources of Ancient Africa
8.1.5.A	Identify and explain the influences of economic features on continuity and change over time.		
8.1.5.B	Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.		

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
8.1.5.C	Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)		<p>Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)</p> <p>Social Studies Grade 5 2017 Social Studies 5A- Module 3: French Explorers Social Studies 5A- Module 3: Devastation and Surrender Social Studies 5A- Module 5: Peace Social Studies 5A- Module 6: Daniel Boone and Moving West Social Studies 5B- Module 1: A Country With Problems Social Studies 5B- Module 1: The End of the War Social Studies 5B- Module 2: Diverse Cultures of America Social Studies 5B- Module 2: Women of the 18th and 19th Century Social Studies 5B- Module 2: Women of the 20th Century Social Studies 5B- Module 3: Exploring Your Own State Social Studies 5B- Module 3: Utah, Arizona, and New Mexico Social Studies 5B- Module 4: Illinois, Indian, and Ohio Social Studies 5B- Module 4: West South Central region</p>
8.2.5.A	Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.		
8.2.5.B	Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.		<p>Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>Social Studies Grade 5 2017 Social Studies 5A- Module 2: Early Colonial Life Social Studies 5A- Module 2: Important Colonial Figures Part 1 Social Studies 5B- Module 5: Northeast</p>
8.2.5.C	Differentiate how continuity and change in Pennsylvania history are formed and operate. Belief systems and religions, Commerce and industry, Technology, Politics and government Physical and human geography and Social organizations.		
8.2.5.D	Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race, Working conditions, Immigration, Military conflict and Economic stability.		

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
8.3.5.A	Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.	Antebellum Period: economies of the North and South HP7 Antebellum Period: abolitionist and proslavery perspectives XXZ Antebellum Period: slavery and politics part I 8Z9 Antebellum Period: slavery and politics part II E7A	Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history. Social Studies Grade 5 2017 Social Studies 5A- Module 1: Early People and Northwest Indians Social Studies 5A- Module 1: Iroquois Life Social Studies 5A- Module 1: Plains Indians Social Studies 5A- Module 1: Southwest Indians Social Studies 5A- Module 1: The Iroquois Confederacy Social Studies 5A- Module 1: Woodland Indians Social Studies 5A- Module 2: Important Colonists Part 3 Social Studies 5A- Module 3: Devastation and Surrender Social Studies 5A- Module 3: Indian Relationships Social Studies 5A- Module 3: The Iroquois, False Face Society and Powhatan Social Studies 5A- Module 5: A New Nation Social Studies 5A- Module 5: Moving West Social Studies 5A- Module 5: Native American Involvement Social Studies 5A- Module 5: The Fight For Land Social Studies 5A- Module 6: Immigrants Social Studies 5A- Module 6: The Land Social Studies 5A- Module 6: Land and Native Americans Social Studies 5
8.3.5.B	Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.	Identify American landmarks and monuments: part I 6T5 Identify American landmarks and monuments: part II PQV The American flag B96 The White House XAC The Washington Monument Z5M The Lincoln Memorial 9M9 The Statue of Liberty KKJ The Empire State Building AUX The Golden Gate Bridge K8U Mount Rushmore 9EQ	Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history. Social Studies Grade 5 2017 Social Studies 5A- Module 2: Early Colonial Life Social Studies 5A- Module 2: New Adventures and The First Settlers at Jamestown Social Studies 5A- Module 3: The Iroquois, False Face Society and Powhatan Social Studies 5A- Module 4: Road to Revolution Social Studies 5A- Module 4: The Revolutionary War Social Studies 5A- Module 5: A New Nation Social Studies 5A- Module 5: Early Years Social Studies 5A- Module 5: The Branches of Government Social Studies 5A- Module 6: The Land Social Studies 5B- Module 1: Reasons for Succession Social Studies 5B- Module 1: Texas

5th Grade Social Studies Alignment

PA Core Standard	PA Description	Location (IXL)	Course Location
8.3.5.C	Differentiate how continuity and change in U.S. history are formed and operate. Belief systems and religions, Commerce and industry, Technology , Politics and government, Physical and human geography and Social organizations.		
8.3.5.D	Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. Ethnicity and race, Working conditions, Immigration, Military conflict and Economic stability.		
8.4.5.A	Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.		
8.4.5.B	Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.		

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.1.6.A	Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.	
5.1.6.B	Compare and contrast a direct democracy with a republican form of government.	
5.1.6.C	Explain how the principles and ideals shape local, state, and national government. Liberty / Freedom Democracy Justice Equality	
5.1.6.D	Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	
5.1.6.E	Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.	<p>Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.</p> <p>HST081 Early American History</p> <p>079 Forming a New Nation (1776-1800): In Search of a Constitution: State Constitutions</p> <p>084 Forming a New Nation (1776-1800): In Search of a Constitution: Checkpoint 11</p> <p>086 Forming a New Nation (1776-1800): A More Perfect Union : Federalist Papers</p> <p>087 Forming a New Nation (1776-1800): A More Perfect Union : Comparing Governments: Constitution versus Articles of Confederation</p> <p>088 Forming a New Nation (1776-1800): A More Perfect Union : Bill of Rights</p> <p>090 Forming a New Nation (1776-1800): A More Perfect Union : Discussion</p> <p>097 Forming a New Nation (1776-1800): The First President: Checkpoint 13</p> <p>107 Forming a New Nation (1776-1800): John Adams: Kentucky and Virginia Resolutions</p> <p>198 Review: Unit 3 Review: Lesson 12 Review</p> <p>203 Review: Unit 3 Review: Discussion</p> <p>HST072 - Medieval and Early Modern Times</p> <p>148 Revolution and Enlightenment: US Revolutionary War : US Constitution</p> <p>152 Revolution and Enlighte</p>
5.1.6.F	Describe how citizens and leaders use political symbols.	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.2.6.A	Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.	Compare and contrast rights and responsibilities of citizenship in the community state and nation. HST081 Early American History 090 Forming a New Nation (1776-1800): A More Perfect Union : Discussion
5.2.6.B	Explain how citizens resolve conflicts in society and government.	Explain how citizens resolve conflicts in society and government. HST081 Early American History 025 Colonization: Early Colonies: Checkpoint 3 HST071 Medieval and Early Modern Times 099 Feudal Europe: Medieval Christianity: Discussion`
5.2.6.C	Describe the importance of political leadership and public service.	
5.2.6.D	Explain why participation in government and civic life is important.	Explain why participation in government and civic life is important. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 150 Antebellum Era: Rise of Jacksonian Democracy: The Constitution: Safeguarding Elections 198 Review: Unit 3 Review: Lesson 12 Review
5.3.6.A	Describe the responsibilities and powers of the three branches of government.	Describe the responsibilities and powers of the three branches of government. HST081 Early American History 095 Forming a New Nation (1776-1800): The First President: Presidential Precedents 096 Forming a New Nation (1776-1800): The First President: Discussion 097 Forming a New Nation (1776-1800): The First President: Checkpoint 13
5.3.6.B	Define and compare the role and structure of local, state, and national governments.	Define and compare the role and structure of local state and national governments. HST081 Early American History 079 Forming a New Nation (1776-1800): In Search of a Constitution: State Constitutions
5.3.6.C	Describe how local, state, and national governments provide services.	Describe how local state and national governments provide services.

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.3.6.D	Identify leadership positions and their primary duties at the local, state, and national levels.	
5.3.6.E	Describe the voting process, including registration, primaries, and general elections.	
5.3.6.F	Explain how courts resolve conflicts.	
5.3.6.G	Identify individual interest groups and how they impact government.	Identify individual interest groups and how they impact government. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 198 Review: Unit 3 Review: Lesson 12 Review
5.3.6.H	Describe the influence of mass media on society.	
5.3.6.I	Explain what taxes are and why they are necessary.	
5.4.6.A	Identify how countries have varying interests.	Identify how countries have varying interests. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Political Geography Dawn of Civilization: The Paleolithic Era: Exam
5.4.6.B	Explain the difference between allies and adversaries.	Explain the difference between HST081 Early American History allies and adversaries. 099 Forming a New Nation (1776-1800): Washington's Foreign Policy: Washington's Foreign Policy 105 Forming a New Nation (1776-1800): John Adams: XYZ Affair and Quasi War 110 Forming a New Nation (1776-1800): John Adams: Unit 3 Exam 119 Early 19th Century (1800-1824): War of 1812: Freedom of the Seas 121 Early 19th Century (1800-1824): War of 1812: War of 1812 Battles 122 Early 19th Century (1800-1824): War of 1812: Opposition to the War of 1812 123 Early 19th Century (1800-1824): War of 1812: Treaty of Ghent 200 Review: Unit 3 Review: Lesson 14 Review
6.1.6.A	Explain how limited resources and unlimited wants cause scarcity.	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.1.6.B	Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services	
6.1.6.C	Define opportunity cost and describe the opportunity cost of personal choice.	
6.1.6.D	Identify incentives that affect personal choices.	
6.2.6.A	Describe the interaction of consumers and producers of goods and services in the state and national economy.	
6.2.6.B	Explain why and how market competition takes place.	
6.2.6.C	Explain how advertising influences economic decisions.	
6.2.6.D	Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.	Describe how prices influence both buyers and sellers and explain why prices may vary for similar products. HST072 - Medieval and Early Modern Times 125 Revolution and Enlightenment: Enlightenment Thinkers: Discussion
6.2.6.E	Explain the causes and effects of expansion and contraction of businesses.	
6.2.6.F	Explain the influence of private economic institutions on the local and state economy.	
6.2.6.G	Examine how various economic systems address the three basic questions. What to produce? How? For whom?	
6.3.6.A	Examine government's role in providing public goods and services.	
6.3.6.B	Describe the impact of government involvement in state and national economic activities.	
6.3.6.C	Explain the cost and benefits of taxation.	
6.3.6.D	Explain the benefits of international trade.	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.4.6.A	Explain why people specialize in the production of goods and services and divide labor.	Explain why people specialize in the production of goods and services and divide labor. HST082 Early American History 037 Sectionalism: America Divided : Northern and Southern Economies: Market Revolution
6.4.6.B	Explain how trade affects standards of living.	
6.4.6.C	Explain how multinational corporations contribute to economic interdependence.	
6.4.6.D	Explain how transportation, communication networks, and technology contribute to economic interdependence.	
6.5.6.A	Describe how the availability of goods and services is made possible by the work of members of the society.	
6.5.6.B	Explain the concept of labor productivity.	Explain the concept of labor productivity. HST082 Early American History 037 Sectionalism: America Divided : Northern and Southern Economies: Market Revolution
6.5.6.D	Explain how profits and losses serve as incentives.	
6.5.6.E	Describe how people accumulate tangible and intangible assets.	
6.5.6.F	Explain the role of the entrepreneur in Pennsylvania.	
6.5.6.G	Identify the costs and benefits of saving.	
6.5.6.H	Explain the differences between interest rates for saving and borrowing.	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.1.6.A	Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	Describe how common geographic tools are used to organize and interpret information about people, places, and environment. HST081 Early American History 004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures 008 Colonization: European Contact: Renaissance and Exploration 010 Colonization: European Contact: Spanish Conquests 011 Colonization: European Contact: English, French, and Dutch Explorers 012 Colonization: European Contact: Columbian Exchange 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England 021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies 041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763 050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763 065 American Revolution: War in the North: War in the North Begins 072 A

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.1.6.B	Describe and locate places and regions as defined by physical and human features.	Describe and locate places and regions as defined by physical and human features. HST081 Early American History 004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures 008 Colonization: European Contact: Renaissance and Exploration 010 Colonization: European Contact: Spanish Conquests 011 Colonization: European Contact: English French and Dutch Explorers 012 Colonization: European Contact: Columbian Exchange 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England 021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies 041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763 050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763 065 American Revolution: War in the North: War in the North Begins 072 American Revolution: War in the South
7.2.6.A	Describe the characteristics of places and regions.	Describe the characteristics of places and regions. HST071 Medieval and Early Modern Times 047 The Muslim World: Islamic Beginnings: Checkpoint HST061 - Ancient Civilizations A Dawn of Civilization: Physical Geography: Checkpoint Dawn of Civilization: Physical Geography: Discussion Dawn of Civilization: Physical Geography: Key World Geography Dawn of Civilization: Physical Geography: Physical Geography
7.2.6.B	Describe the physical processes that shape patterns on Earth's surface.	
7.3.6.A	Describe the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.4.6.A	Describe and explain the effects of the physical systems on people within regions.	Describe and explain the effects of the physical systems on people within regions. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Discussion Dawn of Civilization: Physical Geography: Physical Geography
7.4.6.B	Describe and explain the effects of people on the physical systems within regions.	Describe and explain the effects of people on the physical systems within regions. HST082 Early American History 188 The Gilded Age: Immigrants Urban Life and Women's Suffrage: Conservation
8.1.6.A	Explain continuity and change over time using sequential order and context of events.	Explain continuity and change over time using sequential order and context of events. HST061 - Ancient Civilizations A Ancient Egypt : Egyptian Culture: Discussion Dawn of Civilization: The Paleolithic Era: Exam HST082 Early American History 156 Reconstruction: Southern Segregation: Project 2: CCOT Thesis 163 The Gilded Age: Moving West: Project 2: Essay Outline 171 The Gilded Age: Wars for Western Lands: Project 2: Progress Check-In 179 The Gilded Age: The Second Industrial Revolution: Project 2: Progress Check-In 195 The Gilded Age: Immigrants Urban Life and Women's Suffrage: Project 2: Rough Draft 216 Review : Unit 3 Review : Project 2: Final Submission

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.1.6.B	Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.	Differentiate between fact and opinion multiple points of view and primary and secondary sources to explain historical events. HST081 Early American History 013 Colonization: European Contact: Columbus Encounters the Arawak 023 Colonization: Early Colonies: How to Analyze a Primary Source 026 Colonization: Early Colonies: Project 1: Research 034 Colonization: Colonial Economies: Project 1: Create an Outline 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 108 Forming a New Nation (1776-1800): John Adams: Primary Source: The Sedition Act Trials 111 Forming a New Nation (1776-1800): John Adams: Project 1: Final Biography 126 Early 19th Century (1800-1824): War of 1812: Project 2: About Me Information 133 Early 19th Century (1800-1824): Early American Culture: Project 2: More Information Section 140 Early 19th Century (1800-1824): Era of Good Feelings: Project 2: Photos of Me and Albums 147 Early 19th Century (1800-1824): The South and Slavery: Project 2: Friends 154 Antebellum

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.1.6.C	Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research) HST082 Early American History 152 Reconstruction: Southern Segregation: Video: How to Write a Five-Paragraph Essay HST072 - Medieval and Early Modern Times 093 Age of Exploration: Early European Explorers: Project 2: Introduction 100 Age of Exploration: New Lands : Project 2: Prewriting 106 Age of Exploration: Colonies in the Americas: Project 2: Progress Check-In 111 Age of Exploration: European Trade: Project 2: Progress Check-In 119 Age of Exploration: Old Religions and the New World : Project 2: Cause and Effect Thesis 124 Revolution and Enlightenment: Enlightenment Thinkers: Project 2: Essay Outline 131 Revolution and Enlightenment: Revolution in Europe : Project 2: Progress Check-In 138 Revolution and Enlightenment: Enlightened Absolutism : Project 2: Progress Check-In 150 Revolution and Enlightenment: US Revolutionary War : Project 2: Rough Draft 172 Review: Unit 3 Review: Project 2
8.2.6.A	Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	Explain the social political cultural and economic contributions of individuals and groups from Pennsylvania. HST081 Early American History 020 Colonization: Early Colonies: Puritans in New England HST072 - Medieval and Early Modern Times 116 Age of Exploration: Old Religions and the New World : Pilgrims and Puritans 120 Age of Exploration: Old Religions and the New World : Exam 178 Review: Unit 4 Review: Review: Old Religions and the New World

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.2.6.B	Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	Describe the importance of significant historical documents artifacts and places critical to Pennsylvania history. HST081 Early American History 020 Colonization: Early Colonies: Puritans in New England HST072 - Medieval and Early Modern Times 116 Age of Exploration: Old Religions and the New World : Pilgrims and Puritans 120 Age of Exploration: Old Religions and the New World : Exam 178 Review: Unit 4 Review: Review:Old Religions and the New World
8.2.6.C	Explain how continuity and change have impacted Pennsylvania history. Belief systems and religions, Commerce and industry, Technology & Politics and government, Physical and human geography, and Social organizations	
8.2.6.D	Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. Ethnicity and race, Working conditions, Immigration, Military conflict and Economic stability	
8.3.6.A	Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.	Explain the social political cultural and economic contributions of individuals and groups to United States history. HST082 Early American History 001 Westward Expansion: The Mexican West : Spanish Missions 002 Westward Expansion: The Mexican West : The West under Mexico 003 Westward Expansion: The Mexican West : Primary Source: Life on Spanish Missions 004 Westward Expansion: The Mexican West : Los Angeles: Then and Now 008 Westward Expansion: Western Trails : Fur Trapping in the West 010 Westward Expansion: Western Trails : The Mormon Trail 011 Westward Expansion: Western Trails : The Donner Party 013 Westward Expansion: Western Trails : Checkpoint 2 015 Westward Expansion: Texas Revolution: Mexican Texas 016 Westward Expansion: Texas Revolution: American Settlers in Texas 017 Westward Expansion: Texas Revolution: Video: Texas Revolution 018 Westward Expansion: Texas Revolution: Republic of Texas 022 Westward Expansion: Mexican-American War: Video: Manifest Destiny 023 Westward Expansion: Mexican-America

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.3.6.B	Explain the importance of significant historical documents, artifacts, and places critical to United States history.	<p>Explain the importance of significant historical documents artifacts and places critical to United States history.</p> <p>HST081 Early American History</p> <p>004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures</p> <p>006 Colonization: American Indian Civilizations: Checkpoint 1 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England</p> <p>021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies</p> <p>041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763</p> <p>050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763</p> <p>059 American Revolution: Independence Declared: Declaration of Independence</p> <p>062 American Revolution: Independence Declared: Discussion 063 American Revolution: Independence Declared: Checkpoint 8</p> <p>065 American Revolution: War in the North: War in the North Begins</p>
8.3.6.C	Explain how continuity and change have impacted US history. Belief systems and religions, Commerce and industry, Technology & Politics and government, Physical and human geography, and Social organizations	
8.3.6.D	Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. Ethnicity and race, Working conditions, Immigration, Military conflict and Economic stability	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.4.6.A	Explain the social, political, cultural, and economic contributions of individuals and groups to world history.	Explain the social political cultural and economic contributions of individuals and groups to world history. HST081 Early American History 009 Colonization: European Contact: Columbus on Hispaniola 010 Colonization: European Contact: Spanish Conquests 011 Colonization: European Contact: English French and Dutch Explorers 016 Colonization: European Contact: Project 1: Select a Person 033 Colonization: Colonial Economies: Project: Thesis Statement 034 Colonization: Colonial Economies: Project 1: Create an Outline 035 Colonization: Politics and Culture in the Colonies: The Enlightenment Influence 049 American Revolution: French and Indian War: Project 1: Introduction Paragraph 057 American Revolution: British Change Colonial Policy: Project 1: Body Paragraph 1 064 American Revolution: Independence Declared: Project 1: Body Paragraph 2 071 American Revolution: War in the North: Project 1: Conclusion 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 111 Forming a New Nation
8.4.6.B	Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.	Identify and explain the importance of historical documents artifacts and sites which are critical to world history. HST061 - Ancient Civilizations A Dawn of Civilization: The Paleolithic Era: Exam Dawn of Civilization: The Study of Prehistory: Archaeology Dawn of Civilization: The Study of Prehistory: Checkpoint Dawn of Civilization: The Study of Prehistory: Discussion Dawn of Civilization: The Study of Prehistory: Historical Dating Review: Unit 1 Review: Discussion Review: Unit 1 Review: Lesson 2 Review Review: Unit 3 Review: Vocabulary Review
8.4.6.C	Explain how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology & Politics and government, Physical and human geography, and Social organizations	

6th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.4.6.D	Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.	Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world. HST071 Medieval and Early Modern Times 011 Ancient Rome: Roman Government and Economy: The Punic Wars 035 Ancient Rome: Fall of the Roman Empire: External Roman Downfall HST072 - Medieval and Early Modern Times 081 Reformation: Counter-Reformation : Thirty Years' War 127 Revolution and Enlightenment: Revolution in Europe : Hundred Years' War 136 Revolution and Enlightenment: Enlightened Absolutism : Seven Years' War 145 Revolution and Enlightenment: US Revolutionary War : French and Indian War

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
5.1.7.A	Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.	
5.1.7.B	Identify the different types of government and the processes they use in making laws.	Identify the different types of government and the processes they use in making laws. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Political Geography Dawn of Civilization: The Paleolithic Era: Exam
5.1.7.C	Explain how the principles and ideals shape local, state, and national government. Liberty / Freedom Democracy Justice Equality	
5.1.7.D	Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
5.1.7.E	Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.	Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution. HST081 Early American History 079 Forming a New Nation (1776-1800): In Search of a Constitution: State Constitutions 084 Forming a New Nation (1776-1800): In Search of a Constitution: Checkpoint 11 086 Forming a New Nation (1776-1800): A More Perfect Union : Federalist Papers 087 Forming a New Nation (1776-1800): A More Perfect Union : Comparing Governments: Constitution versus Articles of Confederation 088 Forming a New Nation (1776-1800): A More Perfect Union : Bill of Rights 090 Forming a New Nation (1776-1800): A More Perfect Union : Discussion 097 Forming a New Nation (1776-1800): The First President: Checkpoint 13 107 Forming a New Nation (1776-1800): John Adams: Kentucky and Virginia Resolutions 198 Review: Unit 3 Review: Lesson 12 Review 203 Review: Unit 3 Review: Discussion HST072 - Medieval and Early Modern Times 148 Revolution and Enlightenment: US Revolutionary War : US Constitution 152 Revolution and Enlightenment
5.1.7.F	Describe how the media uses political symbols to influence public opinion.	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
5.2.7.A	Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.	Compare and contrast rights and responsibilities of citizenship in the community state and nation. HST081 Early American History 090 Forming a New Nation (1776-1800): A More Perfect Union : Discussion
5.2.7.B	Compare the methods citizens use to resolve conflicts in society and government.	Compare the methods citizens use to resolve conflicts in society and government. HST081 Early American History 025 Colonization: Early Colonies: Checkpoint 3 HST071 Medieval and Early Modern Times 099 Feudal Europe: Medieval Christianity: Discussion`
5.2.7.C	Describe the role of political leadership and public service.	
5.2.7.D	Describe the citizen's role in the political process.	Describe the citizen's role in the political process. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 150 Antebellum Era: Rise of Jacksonian Democracy: The Constitution: Safeguarding Elections 198 Review: Unit 3 Review: Lesson 12 Review

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
5.3.7.A	Compare and contrast the responsibilities and powers of the three branches of government.	Compare and contrast the responsibilities and powers of the three branches of government. HST081 Early American History 095 Forming a New Nation (1776-1800): The First President: Presidential Precedents 096 Forming a New Nation (1776-1800): The First President: Discussion 097 Forming a New Nation (1776-1800): The First President: Checkpoint 13
5.3.7.B	Define and compare the role and structure of local, state, and national governments.	Define and compare the role and structure of local state and national governments. HST081 Early American History 079 Forming a New Nation (1776-1800): In Search of a Constitution: State Constitutions
5.3.7.C	Describe how local, state, and national governments provide services.	
5.3.7.D	Identify leadership positions and the role of political party affiliation at the local, state, and national levels.	
5.3.7.E	Describe the closed primary voting process in Pennsylvania.	
5.3.7.F	Identify the different levels of the court system.	
5.3.7.G	Explain the role of interest groups in local and Pennsylvania governments.	
5.3.7.H	Describe the influence of mass media on society.	
5.3.7.I	Identify types of local, state, and national taxes.	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
5.3.7.J	Identify various types of governments.	Identify various types of governments. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Political Geography Dawn of Civilization: The Paleolithic Era: Exam
5.4.7.A	Identify how countries have varying interests.	Identify how countries have varying interests. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Political Geography Dawn of Civilization: The Paleolithic Era: Exam
5.4.7.B	Describe how countries coexist in the world community.	
5.4.7.D	Identify mass media sources and how they report world events.	
6.1.7.A	Explain how limited resources and unlimited wants cause scarcity.	
6.1.7.B	Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.	
6.1.7.C	Define opportunity cost and describe the opportunity cost of personal choice.	
6.1.7.D	Explain how positive and negative incentives affect behavior.	
6.2.7.A	Describe the interaction of consumers and producers of goods and services in the state and national economy.	
6.2.7.B	Explain why and how market competition takes place.	
6.2.7.C	Explain how advertising influences economic decisions.	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
6.2.7.D	Explain the effects that changes in price have on buyers and sellers.	Explain the effects that changes in price have on buyers and sellers. HST072 - Medieval and Early Modern Times 125 Revolution and Enlightenment: Enlightenment Thinkers: Discussion
6.2.7.E	Explain the causes and effects of expansion and contraction of businesses.	
6.2.7.F	Explain the influence of private economic institutions on the local and state economy.	
6.2.7.G	Examine how various economic systems address the three basic questions. What to produce? How? For whom?	
6.3.7.A	Explain the impact of public goods and services on the local community and state.	
6.3.7.B	Describe the impact of government involvement in state and national economic activities.	
6.3.7.C	Explain the cost and benefits of taxation.	
6.3.7.D	Identify how governments limit or promote international trade.	
6.4.7.A	Explain why people specialize in the production of goods and services and divide labor.	Explain why people specialize in the production of goods and services and divide labor. HST082 Early American History 037 Sectionalism: America Divided : Northern and Southern Economies: Market Revolution

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
6.4.7.B	Analyze how changes in trade affect standards of living.	
6.4.7.C	Explain how multinational corporations and other non-government organizations contribute to economic interdependence.	
6.4.7.D	Explain how transportation, communication networks, and technology contribute to economic interdependence.	
6.5.7.A	Describe how people are compensated for their production of goods and services.	
6.5.7.B	Describe the characteristics of productive workers.	Describe the characteristics of productive workers. HST082 Early American History 037 Sectionalism: America Divided : Northern and Southern Economies: Market Revolution
6.5.7.D	Explain the relationship between risk and reward.	
6.5.7.E	Describe how people accumulate tangible and financial assets through income, saving, and financial investment.	Describe how people accumulate tangible and financial assets through income saving and financial investment.
6.5.7.F	Explain the role of entrepreneurship in Pennsylvania.	
6.5.7.G	Identify the costs and benefits of various financial tools available to savers.	
6.5.7.H	Identify the effect of higher and lower interest rates.	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
7.1.7.A	Explain how common geographic tools are used to organize and interpret information about people, places, and environment.	<p>Explain how common geographic tools are used to organize and interpret information about people places and environment.</p> <p>HST081 Early American History</p> <p>004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures</p> <p>008 Colonization: European Contact: Renaissance and Exploration 010 Colonization: European Contact: Spanish Conquests</p> <p>011 Colonization: European Contact: English French and Dutch Explorers</p> <p>012 Colonization: European Contact: Columbian Exchange 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England</p> <p>021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies</p> <p>041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763</p> <p>050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763</p> <p>065 American Revolution: War in the North: War in the North Begins 072 American Revolution</p>

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
7.1.7.B	Explain and locate places and regions as defined by physical and human features.	<p>Explain and locate places and regions as defined by physical and human features.</p> <p>HST081 Early American History</p> <p>004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures</p> <p>008 Colonization: European Contact: Renaissance and Exploration 010 Colonization: European Contact: Spanish Conquests 011 Colonization: European Contact: English French and Dutch Explorers</p> <p>012 Colonization: European Contact: Columbian Exchange 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England</p> <p>021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies</p> <p>041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763</p> <p>050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763</p> <p>065 American Revolution: War in the North: War in the North Begins 072 American Revolution: War in the South</p>
7.2.7.A	Explain the characteristics of places and regions.	<p>Explain the characteristics of places and regions.</p> <p>HST071 Medieval and Early Modern Times 047 The Muslim World: Islamic Beginnings: Checkpoint</p> <p>HST061 - Ancient Civilizations A Dawn of Civilization: Physical Geography: Checkpoint Dawn of Civilization: Physical Geography: Discussion</p> <p>Dawn of Civilization: Physical Geography: Key World Geography Dawn of Civilization: Physical Geography: Physical Geography</p>

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
7.2.7.B	Describe the physical processes that shape patterns on Earth's surface.	
7.3.7.A	Describe the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities	
7.4.7.A	Describe and explain the effects of the physical systems on people within regions.	Describe and explain the effects of the physical systems on people within regions. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Discussion Dawn of Civilization: Physical Geography: Physical Geography
7.4.7.B	Describe and explain the effects of people on the physical systems within regions.	Describe and explain the effects of people on the physical systems within regions. HST082 Early American History 188 The Gilded Age: Immigrants Urban Life and Women's Suffrage: Conservation

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.1.7.A	Demonstrate continuity and change over time using sequential order and context of events.	Demonstrate continuity and change over time using sequential order and context of events. HST061 - Ancient Civilizations A Ancient Egypt : Egyptian Culture: Discussion Dawn of Civilization: The Paleolithic Era: Exam HST082 Early American History 156 Reconstruction: Southern Segregation: Project 2: CCOT Thesis 163 The Gilded Age: Moving West: Project 2: Essay Outline 171 The Gilded Age: Wars for Western Lands: Project 2: Progress Check-In 179 The Gilded Age: The Second Industrial Revolution: Project 2: Progress Check-In 195 The Gilded Age: Immigrants Urban Life and Women's Suffrage: Project 2: Rough Draft 216 Review : Unit 3 Review : Project 2: Final Submission

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.1.7.B	Identify and use primary and secondary sources to analyze multiple points of view for historical events.	Identify and use primary and secondary sources to analyze multiple points of view for historical events. HST081 Early American History 013 Colonization: European Contact: Columbus Encounters the Arawak 023 Colonization: Early Colonies: How to Analyze a Primary Source 026 Colonization: Early Colonies: Project 1: Research 034 Colonization: Colonial Economies: Project 1: Create an Outline 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 108 Forming a New Nation (1776-1800): John Adams: Primary Source: The Sedition Act Trials 111 Forming a New Nation (1776-1800): John Adams: Project 1: Final Biography 126 Early 19th Century (1800-1824): War of 1812: Project 2: About Me Information 133 Early 19th Century (1800-1824): Early American Culture: Project 2: More Information Section 140 Early 19th Century (1800-1824): Era of Good Feelings: Project 2: Photos of Me and Albums 147 Early 19th Century (1800-1824): The South and Slavery: Project 2: Friends 154 Antebellum Era: Rise of Jacksonian

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.1.7.C	Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research) HST082 Early American History 152 Reconstruction: Southern Segregation: Video: How to Write a Five-Paragraph Essay HST072 - Medieval and Early Modern Times 093 Age of Exploration: Early European Explorers: Project 2: Introduction 100 Age of Exploration: New Lands : Project 2: Prewriting 106 Age of Exploration: Colonies in the Americas: Project 2: Progress Check-In 111 Age of Exploration: European Trade: Project 2: Progress Check-In 119 Age of Exploration: Old Religions and the New World : Project 2: Cause and Effect Thesis 124 Revolution and Enlightenment: Enlightenment Thinkers: Project 2: Essay Outline 131 Revolution and Enlightenment: Revolution in Europe : Project 2: Progress Check-In 138 Revolution and Enlightenment: Enlightened Absolutism : Project 2: Progress Check-In 150 Revolution and Enlightenment: US Revolutionary War : Project 2: Rough Draft 172 Review: Unit 3

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.2.7.A	Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	Identify the social political cultural and economic contributions of specific individuals and groups from Pennsylvania. HST081 Early American History 020 Colonization: Early Colonies: Puritans in New England HST072 - Medieval and Early Modern Times 116 Age of Exploration: Old Religions and the New World : Pilgrims and Puritans 120 Age of Exploration: Old Religions and the New World : Exam 178 Review: Unit 4 Review: Review:Old Religions and the New World
8.2.7.B	Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.	Identify the role of local communities as related to significant historical documents artifacts and places critical to Pennsylvania history. HST081 Early American History 020 Colonization: Early Colonies: Puritans in New England HST072 - Medieval and Early Modern Times 116 Age of Exploration: Old Religions and the New World : Pilgrims and Puritans 120 Age of Exploration: Old Religions and the New World : Exam 178 Review: Unit 4 Review: Review:Old Religions and the New World
8.2.7.C	Explain how continuity and change have impacted Pennsylvania history as related to local communities. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.2.7.D	Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	
8.3.7.A	Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.	Classify the social political cultural and economic contributions of individuals and groups throughout United States history. HST082 Early American History 001 Westward Expansion: The Mexican West : Spanish Missions 002 Westward Expansion: The Mexican West : The West under Mexico 003 Westward Expansion: The Mexican West : Primary Source: Life on Spanish Missions 004 Westward Expansion: The Mexican West : Los Angeles: Then and Now 008 Westward Expansion: Western Trails : Fur Trapping in the West 010 Westward Expansion: Western Trails : The Mormon Trail 011 Westward Expansion: Western Trails : The Donner Party 013 Westward Expansion: Western Trails : Checkpoint 2 015 Westward Expansion: Texas Revolution: Mexican Texas 016 Westward Expansion: Texas Revolution: American Settlers in Texas 017 Westward Expansion: Texas Revolution: Video: Texas Revolution 018 Westward Expansion: Texas Revolution: Republic of Texas 022 Westward Expansion: Mexican-American War: Video: Manifest Destiny 023 Westward Expansion

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.3.7.B	Examine the importance of significant historical documents, artifacts, and places critical to United States history.	Examine the importance of significant historical documents artifacts and places critical to United States history. HST081 Early American History 004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures 006 Colonization: American Indian Civilizations: Checkpoint 1 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England 021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies 041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763 050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763 059 American Revolution: Independence Declared: Declaration of Independence 062 American Revolution: Independence Declared: Discussion 063 American Revolution: Independence Declared: Checkpoint 8 065 American Revolution: War in the North: War in the North Begins
8.3.7.C	Explain how continuity and change have impacted U.S. history as related to local communities. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations	
8.3.7.D	Examine conflict and cooperation among groups and organizations in U.S. history. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	Summarize the social political cultural and economic contributions of individuals and groups in world history. HST081 Early American History 009 Colonization: European Contact: Columbus on Hispaniola 010 Colonization: European Contact: Spanish Conquests 011 Colonization: European Contact: English French and Dutch Explorers 016 Colonization: European Contact: Project 1: Select a Person 033 Colonization: Colonial Economies: Project: Thesis Statement 034 Colonization: Colonial Economies: Project 1: Create an Outline 035 Colonization: Politics and Culture in the Colonies: The Enlightenment Influence 049 American Revolution: French and Indian War: Project 1: Introduction Paragraph 057 American Revolution: British Change Colonial Policy: Project 1: Body Paragraph 1 064 American Revolution: Independence Declared: Project 1: Body Paragraph 2 071 American Revolution: War in the North: Project 1: Conclusion 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 111 Forming a New Nation

7th Grade Social Studies Alignment

PA Core Standard	PA Description	Strongmind
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.	<p>Explain the importance of historical documents artifacts and sites which are critical to world history.</p> <p>HST061 - Ancient Civilizations A</p> <p>Dawn of Civilization: The Paleolithic Era: Exam</p> <p>Dawn of Civilization: The Study of Prehistory: Archaeology Dawn of Civilization: The Study of Prehistory: Checkpoint Dawn of Civilization: The Study of Prehistory: Discussion Dawn of Civilization: The Study of Prehistory: Historical Dating Review: Unit 1 Review: Discussion Review: Unit 1 Review: Lesson 2 Review Review: Unit 3 Review: Vocabulary Review</p>
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	<p>Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</p> <p>HST071 Medieval and Early Modern Times 011 Ancient Rome: Roman Government and Economy: The Punic Wars</p> <p>035 Ancient Rome: Fall of the Roman Empire: External Roman Downfall</p> <p>HST072 - Medieval and Early Modern Times 081 Reformation: Counter-Reformation : Thirty Years' War</p> <p>127 Revolution and Enlightenment: Revolution in Europe : Hundred Years' War</p> <p>136 Revolution and Enlightenment: Enlightened Absolutism : Seven Years' War</p> <p>145 Revolution and Enlightenment: US Revolutionary War : French and Indian War</p>

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.1.8.A	Identify the sources of the rule of law.	
5.1.8.B	Outline how different systems of government function.	Outline how different systems of government function. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Political Geography Dawn of Civilization: The Paleolithic Era: Exam
5.1.8.C	Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. Liberty / Freedom Democracy Justice Equality	
5.1.8.D	Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	
5.1.8.E	Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.	Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution. HST081 Early American History 079 Forming a New Nation (1776-1800): In Search of a Constitution: State Constitutions 084 Forming a New Nation (1776-1800): In Search of a Constitution: Checkpoint 11 086 Forming a New Nation (1776-1800): A More Perfect Union : Federalist Papers 087 Forming a New Nation (1776-1800): A More Perfect Union : Comparing Governments: Constitution versus Articles of Confederation 088 Forming a New Nation (1776-1800): A More Perfect Union : Bill of Rights 090 Forming a New Nation (1776-1800): A More Perfect Union : Discussion 097 Forming a New Nation (1776-1800): The First President: Checkpoint 13 107 Forming a New Nation (1776-1800): John Adams: Kentucky and Virginia Resolutions 198 Review: Unit 3 Review: Lesson 12 Review 203 Review: Unit 3 Review: Discussion HST072 - Medieval and Early Modern Times 148 Revolution and Enlightenment: US Revolutionary War : US Constitution 152 Revolution and Enlightenment
5.1.8.F	Analyze how political symbols are used by the media and leaders to influence public opinion.	

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.2.8.A	Summarize the role of citizens in terms of right and responsibilities in different government systems.	Summarize the role of citizens in terms of right and responsibilities in different government systems. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 150 Antebellum Era: Rise of Jacksonian Democracy: The Constitution: Safeguarding Elections 198 Review: Unit 3 Review: Lesson 12 Review
5.2.8.B	Describe how citizens resolve conflicts in society and government.	Describe how citizens resolve conflicts in society and government. HST081 Early American History 025 Colonization: Early Colonies: Checkpoint 3 HST071 Medieval and Early Modern Times 099 Feudal Europe: Medieval Christianity: Discussion`
5.2.8.C	Describe the role of political leadership and public service.	
5.2.8.D	Describe the citizen's role in the political process.	Describe the citizen's role in the political process. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 150 Antebellum Era: Rise of Jacksonian Democracy: The Constitution: Safeguarding Elections 198 Review: Unit 3 Review: Lesson 12 Review
5.3.8.A	Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.	Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government. HST081 Early American History 095 Forming a New Nation (1776-1800): The First President: Presidential Precedents 096 Forming a New Nation (1776-1800): The First President: Discussion 097 Forming a New Nation (1776-1800): The First President: Checkpoint 13
5.3.8.B	Compare and contrast the policy-making process between Pennsylvania and the federal government.	Compare and contrast the policy-making process between Pennsylvania and the federal government. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 091 Forming a New Nation (1776-1800): A More Perfect Union : Checkpoint 12 198 Review: Unit 3 Review: Lesson 12 Review
5.3.8.C	Describe how local, state, and national governments provide services.	

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.3.8.D	Identify leadership positions and the role of political party affiliation at the local, state, and national levels.	
5.3.8.E	Describe the closed primary voting process in Pennsylvania.	
5.3.8.F	Explain the various judicial levels	
5.3.8.G	Explain the role of interest groups in the federal government process.	Explain the role of interest groups in the federal government process. HST081 Early American History 089 Forming a New Nation (1776-1800): A More Perfect Union : How a Bill Becomes Law 198 Review: Unit 3 Review: Lesson 12 Review
5.3.8.H	Describe the influence of mass media on government.	
5.3.8.I	Describe various types of projects and services provided through local, state, and national taxes.	
5.3.8.J	Compare democracy to totalitarianism.	
5.4.8.A	Describe how national interests lead to agreements and conflicts between and among countries.	Describe how national interests lead to agreements and conflicts between and among countries. HST081 Early American History 042 American Revolution: French and Indian War: English French and Spanish Rivalries 127 Early 19th Century (1800-1824): Early American Culture: Beginnings of Nationalism 205 Review: Unit 4 Review: Lesson 17 Review HST072 - Medieval and Early Modern Times 081 Reformation: Counter-Reformation : Thirty Years' War 127 Revolution and Enlightenment: Revolution in Europe : Hundred Years' War 136 Revolution and Enlightenment: Enlightened Absolutism : Seven Years' War 145 Revolution and Enlightenment: US Revolutionary War : French and Indian War

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
5.4.8.B	Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.	Describe the foreign policy tools of diplomacy economic aid military aid sanctions and treaties. HST081 Early American History 099 Forming a New Nation (1776-1800): Washington's Foreign Policy: Washington's Foreign Policy 105 Forming a New Nation (1776-1800): John Adams: XYZ Affair and Quasi War 110 Forming a New Nation (1776-1800): John Adams: Unit 3 Exam 119 Early 19th Century (1800-1824): War of 1812: Freedom of the Seas 121 Early 19th Century (1800-1824): War of 1812: War of 1812 Battles 122 Early 19th Century (1800-1824): War of 1812: Opposition to the War of 1812 123 Early 19th Century (1800-1824): War of 1812: Treaty of Ghent 200 Review: Unit 3 Review: Lesson 14 Review
5.4.8.C	Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.	Explain how common problems (e.g. natural disasters ethnic conflict environmental concerns) are addressed by organizations and governments. HST082 Early American History 097 The Civil War: Life during the War : Discussion
5.4.8.D	Describe how mass media influences our view of international events.	
6.1.8.A	Explain how limited resources and unlimited wants cause scarcity.	
6.1.8.B	Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services.	
6.1.8.C	Compare choices to determine the best action.	
6.1.8.D	Compare the effect of incentives on personal decisions.	
6.2.8.A	Describe the interaction of consumers and producers of goods and services in the state and national economy.	
6.2.8.B	Identify positive and negative effects of market competition.	
6.2.8.C	Explain how advertising influences economic decisions.	
6.2.8.D	Explain the effects that changes in price have on buyers and sellers.	Explain the effects that changes in price have on buyers and sellers. HST072 - Medieval and Early Modern Times 125 Revolution and Enlightenment: Enlightenment Thinkers: Discussion

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.2.8.E	Compare the state of the current economy with the economy in a different time or place.	
6.2.8.F	Analyze the functions of private economic institutions in the national economy.	
6.2.8.G	Examine how various economic systems address the three basic questions. What to produce? How? For whom?	
6.3.8.A	Assess the value of public goods and services.	
6.3.8.B	Predict how changes to government involvement at the state and national levels may affect the economy.	
6.3.8.C	Compare and contrast the effects of different taxation policies.	
6.3.8.D	Explain how government actions may affect international trade.	
6.4.8.A	Explain how specialization contributes to economic interdependence on a national level.	Explain how specialization contributes to economic interdependence on a national level. HST082 Early American History 037 Sectionalism: America Divided : Northern and Southern Economies: Market Revolution
6.4.8.B	Compare the standard of living in different times and places.	
6.4.8.C	Explain the influence of multinational corporations and other non-government organizations.	
6.4.8.D	Explain how the level of transportation, communication networks, and technology affect economic interdependence.	
6.5.8.A	Examine the compensation of workers who produce different goods and provide different services.	
6.5.8.B	Compare the characteristics of productive workers with less productive workers.	
6.5.8.C	Explain the organization of different types of businesses.	
6.5.8.D	Compare the risks and rewards of specific business actions.	
6.5.8.E	Identify wealth within and among political divisions in Pennsylvania.	

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
6.5.8.F	Explain the role of entrepreneurship across the nation.	
6.5.8.G	Identify the costs and benefits of various financial tools available to savers.	
6.5.8.H	Identify the effect of higher and lower interest rates.	
7.1.8.A	Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.	<p>Explain and illustrate how geographic tools are used to organize and interpret information about people places and environments.</p> <p>HST081 Early American History</p> <p>004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures</p> <p>008 Colonization: European Contact: Renaissance and Exploration 010 Colonization: European Contact: Spanish Conquests</p> <p>011 Colonization: European Contact: English French and Dutch Explorers</p> <p>012 Colonization: European Contact: Columbian Exchange 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England</p> <p>021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies</p> <p>041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763</p> <p>050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763</p> <p>065 American Revolution: War in the North</p>
7.1.8.B	Explain and locate places and regions as defined by physical and human features.	<p>Explain and locate places and regions as defined by physical and human features.</p> <p>HST081 Early American History</p> <p>004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures</p> <p>008 Colonization: European Contact: Renaissance and Exploration 010 Colonization: European Contact: Spanish Conquests</p> <p>011 Colonization: European Contact: English French and Dutch Explorers</p> <p>012 Colonization: European Contact: Columbian Exchange 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England</p> <p>021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies</p> <p>041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763</p> <p>050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763</p> <p>065 American Revolution: War in the North: War in the North Begins 072 American Revolution: War in the South</p>

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
7.2.8.A	Explain the characteristics of places and regions.	Explain the characteristics of places and regions. HST071 Medieval and Early Modern Times 047 The Muslim World: Islamic Beginnings: Checkpoint HST061 - Ancient Civilizations A Dawn of Civilization: Physical Geography: Checkpoint Dawn of Civilization: Physical Geography: Discussion Dawn of Civilization: Physical Geography: Key World Geography Dawn of Civilization: Physical Geography: Physical Geography
7.2.8.B	Explain the physical processes that shape patterns on Earth's surface.	
7.3.8.A	Explain the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities	
7.4.8.A	Illustrate the effects of the physical systems on people within regions.	Illustrate the effects of the physical systems on people within regions. HST061 - Ancient Civilizations A Dawn of Civilization: Human Geography: Discussion Dawn of Civilization: Physical Geography: Physical Geography
7.4.8.B	Interpret the effects of people on the physical systems within regions.	Interpret the effects of people on the physical systems within regions. HST082 Early American History 188 The Gilded Age: Immigrants Urban Life and Women's Suffrage: Conservation

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.1.8.A	Compare and contrast events over time and how continuity and change over time influenced those events.	<p>Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>HST081 Early American History 060 American Revolution: Independence Declared: Patriots Loyalists and Redcoats 198 Review: Unit 3 Review: Lesson 12 Review All content in this course align to this standard:</p> <p>HST082 Early American History 087 The Civil War: First Battles of the War: Leaders of the Civil War 097 The Civil War: Life during the War : Discussion 111 The Civil War: Ending the War: Comparing the North and the South 124 Reconstruction: Johnson's Reconstruction Plan: Andrew Johnson's Reconstruction 128 Reconstruction: Johnson's Reconstruction Plan: Comparing Johnson and Radical Republicans 153 Reconstruction: Southern Segregation: Comparing Opportunity and Oppression for African Americans 156 Reconstruction: Southern Segregation: Project 2: CCOT Thesis 163 The Gilded Age: Moving West: Project 2: Essay Outline 171 The Gilded Age: Wars for Western Lands: Project 2: Progress Check-In 179 The Gilded Age</p>
8.1.8.B	Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	<p>Compare and contrast a historical event using multiple points of view from primary and secondary sources.</p> <p>HST081 Early American History 013 Colonization: European Contact: Columbus Encounters the Arawak 023 Colonization: Early Colonies: How to Analyze a Primary Source 026 Colonization: Early Colonies: Project 1: Research 034 Colonization: Colonial Economies: Project 1: Create an Outline 060 American Revolution: Independence Declared: Patriots Loyalists and Redcoats 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 108 Forming a New Nation (1776-1800): John Adams: Primary Source: The Seditious Act Trials 111 Forming a New Nation (1776-1800): John Adams: Project 1: Final Biography 126 Early 19th Century (1800-1824): War of 1812: Project 2: About Me Information 133 Early 19th Century (1800-1824): Early American Culture: Project 2: More Information Section 140 Early 19th Century (1800-1824): Era of Good Feelings: Project 2: Photos of Me and Albums 147 Early 19th Century (1800-1824)</p>

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.1.8.C	Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)	Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research) HST081 Early American History 013 Colonization: European Contact: Columbus Encounters the Arawak 023 Colonization: Early Colonies: How to Analyze a Primary Source 026 Colonization: Early Colonies: Project 1: Research 034 Colonization: Colonial Economies: Project 1: Create an Outline 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 108 Forming a New Nation (1776-1800): John Adams: Primary Source: The Sedition Act Trials 111 Forming a New Nation (1776-1800): John Adams: Project 1: Final Biography 126 Early 19th Century (1800-1824): War of 1812: Project 2: About Me Information 133 Early 19th Century (1800-1824): Early American Culture: Project 2: More Information Section 140 Early 19th Century (1800-1824): Era of Good Feelings: Project 2: Photos of Me and Albums 147 Early 19th Century
8.2.8.A	Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	Compare and contrast the social political cultural and economic contributions of specific individuals and groups from Pennsylvania. HST081 Early American History 020 Colonization: Early Colonies: Puritans in New England HST072 - Medieval and Early Modern Times 116 Age of Exploration: Old Religions and the New World : Pilgrims and Puritans 120 Age of Exploration: Old Religions and the New World : Exam 178 Review: Unit 4 Review: Review:Old Religions and the New World
8.2.8.B	Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	Compare and contrast the importance of significant historical documents artifacts and places critical to Pennsylvania history. HST081 Early American History 020 Colonization: Early Colonies: Puritans in New England HST072 - Medieval and Early Modern Times 116 Age of Exploration: Old Religions and the New World : Pilgrims and Puritans 120 Age of Exploration: Old Religions and the New World : Exam 178 Review: Unit 4 Review: Review:Old Religions and the New World

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.2.8.C	Compare and contrast the ways continuity and change have impacted Pennsylvania history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations	
8.2.8.D	Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	
8.3.8.A	Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.	Examine the role groups and individuals played in the social political cultural and economic development of the United States. HST081 Early American History 007 Colonization: American Indian Civilizations: Project 1 and 2: Introduction 016 Colonization: European Contact: Project 1: Select a Person 017 Colonization: Early Colonies: Settling the English Colonies 018 Colonization: Early Colonies: Jamestown and Virginia 019 Colonization: Early Colonies: Bacon's Rebellion 020 Colonization: Early Colonies: Puritans in New England 021 Colonization: Early Colonies: Middle and Southern Colonies 022 Colonization: Early Colonies: Conflicts with American Indians 024 Colonization: Early Colonies: Discussion 025 Colonization: Early Colonies: Checkpoint 3 026 Colonization: Early Colonies: Project 1: Research 030 Colonization: Colonial Economies: Slavery in the Colonies 032 Colonization: Colonial Economies: Checkpoint 4 033 Colonization: Colonial Economies: Project: Thesis Statement 034 Colonization: Colonial Economies

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.3.8.B	Evaluate the importance of historical documents, artifacts and places critical to United States history.	Evaluate the importance of historical documents artifacts and places critical to United States history. HST081 Early American History 004 Colonization: American Indian Civilizations: Eastern Woodlands and Southeast Cultures 006 Colonization: American Indian Civilizations: Checkpoint 1 018 Colonization: Early Colonies: Jamestown and Virginia 020 Colonization: Early Colonies: Puritans in New England 021 Colonization: Early Colonies: Middle and Southern Colonies 028 Colonization: Colonial Economies: Northern Colonial Economies 041 Colonization: Politics and Culture in the Colonies: Unit 1 Exam 046 American Revolution: French and Indian War: Treaty of Paris 1763 050 American Revolution: British Change Colonial Policy: Proclamation Act of 1763 059 American Revolution: Independence Declared: Declaration of Independence 062 American Revolution: Independence Declared: Discussion 063 American Revolution: Independence Declared: Checkpoint 8 065 American Revolution: War in the North: War in the North Begins 072 America
8.3.8.C	Summarize how continuity and change have impacted U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations	
8.3.8.D	Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability	

8th Grade Social Studies Alignment

PA Core Standard	PA Description	Course Location
8.4.8.A	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Compare the role groups and individuals played in the social political cultural and economic development throughout world history. HST081 Early American History 009 Colonization: European Contact: Columbus on Hispaniola 010 Colonization: European Contact: Spanish Conquests 011 Colonization: European Contact: English French and Dutch Explorers 016 Colonization: European Contact: Project 1: Select a Person 033 Colonization: Colonial Economies: Project: Thesis Statement 034 Colonization: Colonial Economies: Project 1: Create an Outline 035 Colonization: Politics and Culture in the Colonies: The Enlightenment Influence 049 American Revolution: French and Indian War: Project 1: Introduction Paragraph 057 American Revolution: British Change Colonial Policy: Project 1: Body Paragraph 1 064 American Revolution: Independence Declared: Project 1: Body Paragraph 2 071 American Revolution: War in the North: Project 1: Conclusion 078 American Revolution: War in the South: Project 1: Works Cited and Rough Draft 111
8.4.8.B	Illustrate how historical documents, artifacts, and sites are critical to world history.	Illustrate how historical documents artifacts and sites are critical to world history. HST061 - Ancient Civilizations A Dawn of Civilization: The Paleolithic Era: Exam Dawn of Civilization: The Study of Prehistory: Archaeology Dawn of Civilization: The Study of Prehistory: Checkpoint Dawn of Civilization: The Study of Prehistory: Discussion Dawn of Civilization: The Study of Prehistory: Historical Dating Review: Unit 1 Review: Discussion Review: Unit 1 Review: Lesson 2 Review Review: Unit 3 Review: Vocabulary Review
8.4.8.C	Illustrate how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations	
8.4.8.D	Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.	Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world. HST071 Medieval and Early Modern Times 011 Ancient Rome: Roman Government and Economy: The Punic Wars 035 Ancient Rome: Fall of the Roman Empire: External Roman Downfall HST072 - Medieval and Early Modern Times 081 Reformation: Counter-Reformation : Thirty Years' War 127 Revolution and Enlightenment: Revolution in Europe : Hundred Years' War 136 Revolution and Enlightenment: Enlightened Absolutism : Seven Years' War 145 Revolution and Enlightenment: US Revolutionary War : French and Indian War

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.1.C.A	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.	Analyze the sources purposes functions of law and how the rule of law protects individual rights and promotes the common good. GOV301 Civics and Government 106 Citizens and Their Government: State Government: Video: State Government
5.1.C.B	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. GOV301 Civics and Government 001 The History of Civics and Government : The History of Government : Video: The Importance of Government 006 The History of Civics and Government : The History of Government : The Parliamentary System 007 The History of Civics and Government : The History of Government : Discussion 009 The History of Civics and Government : The History of Government : Checkpoint 1 014 The History of Civics and Government : Renaissance and Reformation: Discussion 018 The History of Civics and Government : The Scientific Revolution and Age of Reason: Council of Switzerland 019 The History of Civics and Government : The Scientific Revolution and Age of Reason: Enlightenment Influences 021 The History of Civics and Government : The Scientific Revolution and Age of Reason: Discussion 022 The History of Civics and Government : The Scientific Revolution and Age of Reason

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.1.C.C	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality	Liberty / Freedom GOV301 Civics and Government 029 The History of Civics and Government : Colonial Governments: Declaration of Independence 030 The History of Civics and Government : Colonial Governments: CITIZEN: Tinderbox 031 The History of Civics and Government : Colonial Governments: Discussion 032 The History of Civics and Government : Colonial Governments: Practice: Colonial Governments 033 The History of Civics and Government : Colonial Governments: Checkpoint 4 034 The History of Civics and Government : Creating a New Government : Philadelphia Convention 035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Consitution 036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion 038 The History of Civics and Government : Creating a New Government : Practice: Creating a New Government 042 Constitution and Federation

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.1.C.D	Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	United States Constitution GOV301 Civics and Government 035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Constitution 036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion 044 Constitution and Federation : Federalists and Anti-Federalists: Civil Liberties 050 Constitution and Federation : Federal Government and the States: Video: Federalism 094 Citizens and Their Government: Local Government: Amendment IV 122 Citizens and Their Government: National Government: Video: Federal Government 125 Citizens and Their Government: National Government: Electoral College 128 Citizens and Their Government: National Government: Discussion 133 Branches of Government : The Executive Branch : Video: Branches of Government HST201 American History A 048 Birth of America: The Constitution: Video: The Constitution and Federation 056 Birth of America

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.1.C.E	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. GOV301 Civics and Government 035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Consitution 036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion 044 Constitution and Federation : Federalists and Anti-Federalists: Civil Liberties 050 Constitution and Federation : Federal Government and the States: Video: Federalism 094 Citizens and Their Government: Local Government: Amendment IV 110 Citizens and Their Government: State Government: Discussion 111 Citizens and Their Government: State Government: Practice: State Government 122 Citizens and Their Government: National Government: Video: Federal Government 125 Citizens and Their Government: National Government: Electoral College 128 Citizens and Their Government: National Government
5.1.C.F	Analyze the role political symbols play in civil disobedience and patriotic activites.	Analyze the role political symbols play in civil disobedience and patriotic activities. GOV301 Civics and Government 062 Constitution and Federation : Slavery States' Rights and Segregation: Case Review: Plessy v. Ferguson 117 Citizens and Their Government: Tribal Government: Occupation Protests

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.2.C.A	Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. GOV301 Civics and Government 047 Constitution and Federation : Federalists and Anti-Federalists: Checkpoint 6 048 Constitution and Federation : Federalists and Anti-Federalists: Project 1 Creating Your Government: Organization 049 Constitution and Federation : Federalists and Anti-Federalists: Dicsussion 059 Constitution and Federation : Federal Government and the States: Project 1 Creating Your Government: Details 070 Constitution and Federation : Civil Liberties and Citizenship: Video: Civil Liberties 071 Constitution and Federation : Civil Liberties and Citizenship: Women's Rights 072 Constitution and Federation : Civil Liberties and Citizenship: Development of LULAC 073 Constitution and Federation : Civil Liberties and Citizenship: American Indian Movement (AIM) 074 Constitution and Federation : Civil Liberties and Citizenship: Decriminalization and Equality 075 Constitution and Federation : Civil Liberties and Citizenship
5.2.C.B	Analyze strategies used to resolve conflicts in society and government.	

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.2.C.C	Evaluate political leadership and public service in a republican form of government.	Evaluate political leadership and public service in a republican form of government. GOV301 Civics and Government 043 Constitution and Federation : Federalists and Anti-Federalists: The Federalists: Hamilton Jay and Madison 092 Citizens and Their Government: Local Government: Community Involvement 093 Citizens and Their Government: Local Government: Settlement Houses 096 Citizens and Their Government: Local Government: Checkpoint 11 098 Citizens and Their Government: Local Government: Discussion 131 Citizens and Their Government: National Government: Unit 3 Exam HST201 American History A 245 Reconstructing America: Reconstructing a Broken Nation: Election of 1868 HST202 American History B 154 The Cold War: The Great Society: Bio: Lyndon Baynes Johnson 199 Continuing the Cold War: Watergate Scandal: Nixon Staff 202 Continuing the Cold War: Watergate Scandal: Case Review: United States vs. Nixon 204 Continuing the Cold War: Watergate Scandal: Bio: Gerald Ford 282 Modern America: George W. Bush's Second Term
5.2.C.D	Evaluate and demonstrate what makes competent and responsible citizens.	Evaluate and demonstrate what makes competent and responsible citizens. GOV301 Civics and Government 045 Constitution and Federation : Federalists and Anti-Federalists: Citizens and Government 047 Constitution and Federation : Federalists and Anti-Federalists: Checkpoint 6 083 Constitution and Federation : Political Action: Amending the Amendments 087 Constitution and Federation : Political Action: Discussion 088 Constitution and Federation : Political Action: Practice: Political Action 090 Citizens and Their Government: Local Government: Video: Citizens and Their Government 091 Citizens and Their Government: Local Government: Local Government 092 Citizens and Their Government: Local Government: Community Involvement 093 Citizens and Their Government: Local Government: Settlement Houses 095 Citizens and Their Government: Local Government: Practice: Local Government 096 Citizens and Their Government: Local Government: Checkpoint 11 098 Citizens and Their Government: Local Government: Discussion 131 and Their Government

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.3.C.A	Examine the process of checks and balances among the three branches of government, including the creation of law.	Examine the process of checks and balances among the three branches of government including the creation of law. GOV301 Civics and Government 050 Constitution and Federation : Federal Government and the States: Video: Federalism 056 Constitution and Federation : Federal Government and the States: Discussion 091 Citizens and Their Government: Local Government: Local Government 096 Citizens and Their Government: Local Government: Checkpoint 11 110 Citizens and Their Government: State Government: Discussion 122 Citizens and Their Government: National Government: Video: Federal Government 123 Citizens and Their Government: National Government: The Three Branches of Federal Government 124 Citizens and Their Government: National Government: Jurisdiction and Sharing Powers 128 Citizens and Their Government: National Government: Discussion 129 Citizens and Their Government: National Government: Checks and Balances 130 Citizens and Their Government: National Government: Practice: National Government 131 Citizens and Their Government
5.3.C.B	Analyze the roles of local, state, and national governments in policy-making.	
5.3.C.C	Explain how government agencies create, amend, and enforce policies in local, state, and national governments.	
5.3.C.D	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.	

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.3.C.E	Compare and contrast the different election processes for local, state, and national offices.	Compare and contrast the different election processes for local state and national offices. GOV301 Civics and Government 125 Citizens and Their Government: National Government: Electoral College 143 Branches of Government : The Executive Branch : Project 2 Overview 144 Branches of Government : The Executive Branch : Project 2: Running for President 154 Branches of Government : The Legislative Branch: Project 2: Running for President 162 Branches of Government : The Judicial Branch : Project 2: Running for President 171 Branches of Government : The Federal Reserve : Project 2: Running for President 180 Branches of Government : The Media : Unit 4 Exam 192 International Relations : History of International Relations: Project 2 Running for President 202 International Relations : International Trade: Project 2: Running for President 231 International Relations : Immigration and Citizenship: Project 2: Running for President HST201 American History A 064 Birth of America: Washington and Adams
5.3.C.F	Explain the Supreme Court’s role in interpreting the U.S. Constitution. Individual rights States’ rights Civil rights	States’ rights GOV301 Civics and Government 053 Constitution and Federation : Federal Government and the States: Case Review: McCulloch v. Maryland 058 Constitution and Federation : Federal Government and the States: Checkpoint 7 089 Constitution and Federation : Political Action: Unit 2 Exam 124 Citizens and Their Government: National Government: Jurisdiction and Sharing Powers 180 Branches of Government : The Media : Unit 4 Exam HST201 American History A 108 Birth of America: The Era of Good Feelings: The Second Bank of the United States 110 Birth of America: The Era of Good Feelings: Case Study: McCulloch V. Maryland 123 Birth of America: The Era of Good Feelings: Unit 2 Review 134 Age of Jackson: Old Hickory: The Bank War 137 Age of Jackson: Old Hickory: Checkpoint 11
5.3.C.G	Analyze the influence of interest groups in the political process.	Analyze the influence of interest groups in the political process. GOV301 Civics and Government 045 Constitution and Federation : Federalists and Anti-Federalists: Citizens and Government 047 Constitution and Federation : Federalists and Anti-Federalists: Checkpoint 6

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.3.C.H	Evaluate the role of mass media in setting public agenda and influencing political life.	Evaluate the role of mass media in setting public agenda and influencing political life. GOV301 Civics and Government 172 Branches of Government : The Media : Video: The Media 175 Branches of Government : The Media : Radio News Media and Public Opinion 177 Branches of Government : The Media : Internet Connectivity 178 Branches of Government : The Media : Discussion 180 Branches of Government : The Media : Unit 4 Exam HST202 American History B 289 Modern America: The Obama Years: Transparency and Social Media HST102 World History B 208 The World Today: Interdependence: Communication and Awareness 210 The World Today: Interdependence: Policing the Media 213 The World Today: Interdependence: Discussion 214 The World Today: Interdependence: Checkpoint 23
5.3.C.I	Explain various types of taxes and their purposes.	Explain various types of taxes and their purposes. GOV301 Civics and Government 090 Citizens and Their Government: Local Government: Video: Citizens and Their Government 108 Citizens and Their Government: State Government: State Governments and Business 131 Citizens and Their Government: National Government: Unit 3 Exam

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.4.C.A	Explain how United States foreign policy is developed.	Explain how United States foreign policy is developed. GOV301 Civics and Government 069 Constitution and Federation : Slavery States' Rights and Segregation: Project 1 Creating Your Government: More Details 137 Branches of Government : The Executive Branch : Washington's Farewell Address 181 International Relations : History of International Relations: Video: International Relations 182 International Relations : History of International Relations: History of American Foreign Relations 183 International Relations : History of International Relations: Isolationism and the Fourteen Points 184 International Relations : History of International Relations: Global Great Depression 185 International Relations : History of International Relations: Containment and the Domino Theory 186 International Relations : History of International Relations: Fall of Berlin Wall 187 International Relations : History of International Relations: Globalism and the European Union 188 International Relations : History of International

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
5.4.C.B	Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).	<p>Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g. diplomacy economic aid military aid sanctions treaties).</p> <p>GOV301 Civics and Government</p> <p>069 Constitution and Federation : Slavery States' Rights and Segregation: Project 1 Creating Your Government: More Details 137 Branches of Government : The Executive Branch : Washington's Farewell Address</p> <p>181 International Relations : History of International Relations: Video: International Relations</p> <p>182 International Relations : History of International Relations: History of American Foreign Relations</p> <p>183 International Relations : History of International Relations: Isolationism and the Fourteen Points</p> <p>184 International Relations : History of International Relations: Global Great Depression</p> <p>185 International Relations : History of International Relations: Containment and the Domino Theory</p> <p>186 International Relations : History of International Relations: Fall of Berlin Wall</p> <p>187 International Relations : History of International Relations</p>
6.1.C.A	Predict the long-term consequences of decisions made because of scarcity.	
6.1.C.B	Evaluate the economic reasoning behind a choice.	
6.1.C.C	Explain the opportunity cost associated with government policies.	
6.2.C.A	Analyze the flow of goods and services in the national economy.	
6.2.C.C	Analyze how media affects economic decisions.	
6.2.C.E	Analyze the characteristics of economic expansion, recession, and depression.	Analyze the characteristics of economic expansion recession and depression.

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
6.2.C.G	Compare and contrast various economic systems.	Compare and contrast various economic systems. GOV301 Civics and Government 212 International Relations : International Issues and Commerce: Traditional and Nontraditional Economies 220 International Relations : International Issues and Commerce: Practice: International Issues and Commerce HST202 American History B 238 Redefining the Presidency: End of the Cold War: Nontraditional Economies
6.3.C.A	Evaluate the costs and benefits of government decisions to provide public goods and services.	Evaluate the costs and benefits of government decisions to provide public goods and services. GOV301 Civics and Government 108 Citizens and Their Government: State Government: State Governments and Business 110 Citizens and Their Government: State Government: Discussion 112 Citizens and Their Government: State Government: Checkpoint 13 131 Citizens and Their Government: National Government: Unit 3 Exam
6.3.C.B	Assess the government's role in regulating and stabilizing the state and national economy.	
6.3.C.C	Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.	Evaluate the social political and economic costs/benefits of potential changes to taxation policies. GOV301 Civics and Government 090 Citizens and Their Government: Local Government: Video: Citizens and Their Government 108 Citizens and Their Government: State Government: State Governments and Business 131 Citizens and Their Government: National Government: Unit 3 Exam

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
6.3.C.D	Explain why governments limit or promote international trade.	<p>Explain why governments limit or promote international trade.</p> <p>GOV301 Civics and Government</p> <p>181 International Relations : History of International Relations: Video: International Relations</p> <p>193 International Relations : International Trade: International Trade</p> <p>194 International Relations : International Trade: Embargoes Tariffs and Plans</p> <p>195 International Relations : International Trade: Lend-Lease Act</p> <p>196 International Relations : International Trade: The Stock Market</p> <p>197 International Relations : International Trade: Illegal Trade and Terrorism</p> <p>198 International Relations : International Trade: Spheres of Influence</p> <p>199 International Relations : International Trade: World Bank IMF and USAID</p> <p>200 International Relations : International Trade: Practice: International Trade</p> <p>201 International Relations : International Trade: Checkpoint 22</p> <p>203 International Relations : International Trade: Discussion</p> <p>209 International Relations : Global Conflicts: Discussion</p> <p>211 International Relations : Global Conflicts</p>
6.4.C.A	Explain how specialization contributes to economic interdependence on a national and international level.	
6.4.C.C	Evaluate the impact of multinational corporations and other non-government organizations.	<p>Evaluate the impact of multinational corporations and other non- government organizations.</p> <p>HST102 World History B 212 The World Today: Interdependence: International Corporations</p> <p>263 Review: The World Today: Interdependence</p>
7.1.C.A	Use geographic tools to analyze information about the interaction between people, places, and the environment.	
7.3.C.A	Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities and Political activities.	

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.1.C.B	Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.)	Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.) GOV301 Civics and Government 001 The History of Civics and Government : The History of Government : Video: The Importance of Government 006 The History of Civics and Government : The History of Government : The Parliamentary System 007 The History of Civics and Government : The History of Government : Discussion 009 The History of Civics and Government : The History of Government : Checkpoint 1 014 The History of Civics and Government : Renaissance and Reformation: Discussion 018 The History of Civics and Government : The Scientific Revolution and Age of Reason: Council of Switzerland 031 The History of Civics and Government : Colonial Governments: Discussion 039 The History of Civics and Government : Creating a New Government : Project 1 Create a Government 040 The History of Civics and Government : Creating a New Government : Unit 1 Exam 041 The History of Civics and Government
8.2.C.B	Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.)	Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.) GOV301 Civics and Government 035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Constitution 036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion 044 Constitution and Federation : Federalists and Anti-Federalists: Civil Liberties 050 Constitution and Federation : Federal Government and the States: Video: Federalism 094 Citizens and Their Government: Local Government: Amendment IV 110 Citizens and Their Government: State Government: Discussion 111 Citizens and Their Government: State Government: Practice: State Government 122 Citizens and Their Government: National Government: Video: Federal Government 125 Citizens and Their Government: National Government: Electoral College 128 Citizens and Their Government

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.2.C.C	Compare and contrast the basic principles and ideals found in significant documents: Pennsylvania Constitution (Reference Civics and Government Standard 5.1.9.D.)	Pennsylvania Constitution (Reference Civics and Government Standard 5.1.9.D.) GOV301 Civics and Government 110 Citizens and Their Government: State Government: Discussion 111 Citizens and Their Government: State Government: Practice: State Government
8.3.C.A	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.) GOV301 Civics and Government 069 Constitution and Federation : Slavery States' Rights and Segregation: Project 1 Creating Your Government: More Details 137 Branches of Government : The Executive Branch : Washington's Farewell Address 181 International Relations : History of International Relations: Video: International Relations 182 International Relations : History of International Relations: History of American Foreign Relations 183 International Relations : History of International Relations: Isolationism and the Fourteen Points 184 International Relations : History of International Relations: Global Great Depression 185 International Relations : History of International Relations: Containment and the Domino Theory 186 International Relations : History of International Relations: Fall of Berlin Wall 187 International Relations : History of International Relations

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.3.C.B	Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution Bill of Rights (Reference Civics and Government Standard 5.1.9.D.)	United States Constitution GOV301 Civics and Government 035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Constitution 036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion 044 Constitution and Federation : Federalists and Anti-Federalists: Civil Liberties 050 Constitution and Federation : Federal Government and the States: Video: Federalism 094 Citizens and Their Government: Local Government: Amendment IV 122 Citizens and Their Government: National Government: Video: Federal Government 125 Citizens and Their Government: National Government: Electoral College 128 Citizens and Their Government: National Government: Discussion 133 Branches of Government : The Executive Branch : Video: Branches of Government HST201 American History A 048 Birth of America: The Constitution: Video: The Constitution and Federation 056 Birth of America

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.3.C.C	Analyze the principles and ideals that shape United States government. Liberty / Freedom Democracy Justice Equality ; (Reference Civics and Government Standard 5.1.9.C.)	Liberty / Freedom GOV301 Civics and Government 029 The History of Civics and Government : Colonial Governments: Declaration of Independence 030 The History of Civics and Government : Colonial Governments: CITIZEN: Tinderbox 031 The History of Civics and Government : Colonial Governments: Discussion 032 The History of Civics and Government : Colonial Governments: Practice: Colonial Governments 033 The History of Civics and Government : Colonial Governments: Checkpoint 4 034 The History of Civics and Government : Creating a New Government : Philadelphia Convention 035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Consitution 036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion 038 The History of Civics and Government : Creating a New Government : Practice: Creating a New Government 042 Constitution and Federation
8.3.C.D	Analyze the role political symbols play in civil disobedience and patriotic activites. (Reference Civics and Government standard 5.1.9.F.)	Analyze the role political symbols play in civil disobedience and patriotic activities. (Reference Civics and Government standard 5.1.9.F.) GOV301 Civics and Government 062 Constitution and Federation : Slavery States' Rights and Segregation: Case Review: Plessy v. Ferguson 117 Citizens and Their Government: Tribal Government: Occupation Protests

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.4.C.A	Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.) Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)	<p>the effectiveness of various international organizations both governmental and nongovernmental. (Reference Civics and Government Standard 5.4.12.C.)</p> <p>GOV301 Civics and Government</p> <p>186 International Relations : History of International Relations: Fall of Berlin Wall</p> <p>199 International Relations : International Trade: World Bank IMF and USAID</p> <p>216 International Relations : International Issues and Commerce: Modern Global Concerns</p> <p>217 International Relations : International Issues and Commerce: Technology in Developing Nations</p> <p>220 International Relations : International Issues and Commerce: Practice: International Issues and Commerce</p> <p>HST202 American History B</p> <p>108 The Cold War: Building a Brighter Tomorrow: Kennan's Long Telegram</p> <p>125 The Cold War: The Korean War: SEATO</p> <p>246 Redefining the Presidency: George H. W. Bush's Administration: South African Apartheid</p> <p>HST102 World History B</p> <p>137 The Cold War: The Cold War Begins: Video: WWII Aftermath 141 The Cold War: The Cold War Begins: Kennan's Long Telegram 142 The Cold</p>
8.4.C.B	Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution (Reference Civics and Government Standard 5.1.9.D.)	<p>United States Constitution (Reference Civics and Government Standard 5.1.9.D.)</p> <p>GOV301 Civics and Government</p> <p>035 The History of Civics and Government : Creating a New Government : Ratifying and Amending the Constitution</p> <p>036 The History of Civics and Government : Creating a New Government : Articles of Confederation and the Constitution 037 The History of Civics and Government : Creating a New Government : Discussion</p> <p>044 Constitution and Federation : Federalists and Anti-Federalists: Civil Liberties</p> <p>050 Constitution and Federation : Federal Government and the States: Video: Federalism</p> <p>094 Citizens and Their Government: Local Government: Amendment IV</p> <p>122 Citizens and Their Government: National Government: Video: Federal Government</p> <p>125 Citizens and Their Government: National Government: Electoral College</p> <p>128 Citizens and Their Government: National Government: Discussion</p> <p>133 Branches of Government : The Executive Branch : Video: Branches of Government</p> <p>HST201 American History A</p> <p>048 Birth of America: The Constitution</p>

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.4.C.C	Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) Employ historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)	Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.) GOV301 Civics and Government 206 International Relations : Global Conflicts: Piracy 211 International Relations : Global Conflicts: Checkpoint 23 212 International Relations : International Issues and Commerce: Traditional and Nontraditional Economies 213 International Relations : International Issues and Commerce: Fighting Drugs and Terror 215 International Relations : International Issues and Commerce: Nuclear Testing 216 International Relations : International Issues and Commerce: Modern Global Concerns 218 International Relations : International Issues and Commerce: Human Rights 219 International Relations : International Issues and Commerce: Discussion 220 International Relations : International Issues and Commerce: Practice: International Issues and Commerce HST102 World History B 076 Nationalism: The Armenian Genocide: Armenian Genocide Debate 077 Nationalism: The Armenian Genocide

Civics & Government Alignment

PA Core Standard	PA Description	Course Location
8.4.C.D	Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)	Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.) HST102 World History B 011 Imperialism: The Little Tyrant: The Napoleonic Wars 020 Imperialism: Age of Imperialism: Tea and Opium 041 Imperialism: Colonial Reaction: Mutinies Wars and Rebellions 044 Imperialism: Colonial Reaction: Unit 1 Exam 046 Nationalism: Nationalism: The Rise of Nationalism 047 Nationalism: Nationalism: German Unification 048 Nationalism: Nationalism: Italian Unification 049 Nationalism: Nationalism: Austro-Hungarian Unification 056 Nationalism: The Great War: Video: Igniting the Powder Keg 058 Nationalism: The Great War: Video: A New Kind of War 063 Nationalism: The Great War: Checkpoint 7 090 Nationalism: The Great War Ends: Unit 2 Exam 238 Review: Imperialism: The Little Tyrant 241 Review: Nationalism: Nationalism 245 Review: Nationalism: Discussion 252 Review: Global Conflict: Vocabulary Review 267 Review: The World Today: Final Exam HST201 American History A

US History Alignment

PA Standard Code	PA Description	Course Location
5.1.U.C	Analyze the principles and ideals that shape United States government. Liberty / Freedom Democracy Justice Equality	
5.1.U.A	Apply examples of the rule of law as related to individual rights and the common good.	Apply examples of the rule of law as related to individual rights and the common good. GOV301 Civics and Government 114 Citizens and Their Government: Tribal Government: Tribal Government Timeline 116 Citizens and Their Government: Tribal Government: Blood Quantum HST201 American History A 116 Birth of America: The Era of Good Feelings: The American System 181 Age of Jackson: Sectional Conflict: Compromise of 1850 182 Age of Jackson: Sectional Conflict: The Underground Railroad 193 Age of Jackson: Sectional Conflict: Unit 3 Review 275 Reconstructing America: A Land Grab for the Free: Dawes Act 279 Reconstructing America: A Land Grab for the Free: Checkpoint 23 296 Reconstructing America: Yearning for Freedom: Society of American Indians 299 Reconstructing America: Yearning for Freedom: Unit 5 Review 362 Growth of A Nation: Review and Final Exam: Final Exam HST202 American History B 147 The Cold War: A New Frontier: Kennedy and Civil Rights 153 The Cold War: A New Frontier: Checkpoint 14 154 The Cold War
5.1.U.D	Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	

US History Alignment

PA Standard Code	PA Description	Course Location
5.1.U.F	Analyze the role political symbols play in civil disobedience and patriotic activities.	Analyze the role political symbols play in civil disobedience and patriotic activities. GOV301 Civics and Government 063 Constitution and Federation : Slavery States' Rights and Segregation: Conflicts and Civil Liberties 065 Constitution and Federation : Slavery States' Rights and Segregation: Civil Rights Groups 072 Constitution and Federation : Civil Liberties and Citizenship: Development of LULAC 073 Constitution and Federation : Civil Liberties and Citizenship: American Indian Movement (AIM) 077 Constitution and Federation : Civil Liberties and Citizenship: Practice: Civil Liberties and Citizenship 078 Constitution and Federation : Civil Liberties and Citizenship: Checkpoint 9 089 Constitution and Federation : Political Action: Unit 2 Exam 117 Citizens and Their Government: Tribal Government: Occupation Protests 120 Citizens and Their Government: Tribal Government: Practice: Tribal Government 121 Citizens and Their Government: Tribal Government: Checkpoint 14 131 Citizens and Their Government
5.2.U.A	Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.	

US History Alignment

PA Standard Code	PA Description	Course Location
5.2.U.B	Analyze strategies used to resolve conflicts in society and government.	Analyze strategies used to resolve conflicts in society and government. GOV301 Civics and Government 174 Branches of Government : The Media : Mudslinging Muckraking and Yellow Journalism 179 Branches of Government : The Media : Practice: The Media 180 Branches of Government : The Media : Unit 4 Exam 182 International Relations : History of International Relations: History of American Foreign Relations 183 International Relations : History of International Relations: Isolationism and the Fourteen Points 185 International Relations : History of International Relations: Containment and the Domino Theory 188 International Relations : History of International Relations: Terrorism in the 21st Century 190 International Relations : History of International Relations: Discussion 191 International Relations : History of International Relations: Checkpoint 21 195 International Relations : International Trade: Lend-Lease Act 205 International Relations : Global Conflicts: Scale of Military Operations 210 International
5.2.U.C	Examine political leadership and public service in a republican form of government.	Examine political leadership and public service in a republican form of government.
5.2.U.D	Evaluate and demonstrate what makes competent and responsible citizens.	
5.3.U.D	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.	

US History Alignment

PA Standard Code	PA Description	Course Location
5.3.U.F	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. GOV301 Civics and Government 053 Constitution and Federation : Federal Government and the States: Case Review: McCulloch v. Maryland 058 Constitution and Federation : Federal Government and the States: Checkpoint 7 060 Constitution and Federation : Slavery States' Rights and Segregation: History of State's Rights 061 Constitution and Federation : Slavery States' Rights and Segregation: Case Review: Dred Scott Case 062 Constitution and Federation : Slavery States' Rights and Segregation: Case Review: Plessy v. Ferguson 064 Constitution and Federation : Slavery States' Rights and Segregation: Case Review: Brown v. Board 067 Constitution and Federation : Slavery States' Rights and Segregation: Practice: Slavery State's Rights and Segregation 068 Constitution and Federation : Slavery States' Rights and Segregation: Checkpoint 8 089 Constitution and Federation : Political Action: Unit 2 Exam 124
5.4.U.A	Explain how United States foreign policy is developed.	Explain how United States foreign policy is developed. GOV301 Civics and Government 114 Citizens and Their Government: Tribal Government: Tribal Government Timeline 141 Branches of Government : The Executive Branch : Discussion 142 Branches of Government : The Executive Branch : Checkpoint 16 174 Branches of Government : The Media : Muckraking Muckraking and Yellow Journalism 179 Branches of Government : The Media : Practice: The Media 180 Branches of Government : The Media : Unit 4 Exam 182 International Relations : History of International Relations: History of American Foreign Relations 190 International Relations : History of International Relations: Discussion 191 International Relations : History of International Relations: Checkpoint 21 198 International Relations : International Trade: Spheres of Influence 223 International Relations : Immigration and Citizenship: Timeline of Immigration HST201 American History A 248 Reconstructing America: Reconstructing a Broken Nation: Seward's Folly 250 Reconstructing America

US History Alignment

PA Standard Code	PA Description	Course Location
6.1.U.A	Analyze how choices are made because of scarcity.	
6.1.U.B	Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.	
6.1.U.C	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.	
6.2.U.A	Analyze the flow of goods and services in the national economy.	
6.2.U.C	Evaluate the impact of advertising and media on individual and group behavior throughout United States history.	
6.2.U.D	Explain how the laws of supply and demand impacted individuals and groups behavior over time.	
6.2.U.E	Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.	Analyze the impact of the business cycle on individual and group behavior over time. HST201 American History A 247 Reconstructing America: Reconstructing a Broken Nation: Grant and the Rings 250 Reconstructing America: Reconstructing a Broken Nation: Checkpoint 21 258 Reconstructing America: A Nation in Flames: Video: Panic of 1873 285 Reconstructing America: Big Business: Company Towns GOV301 Civics and Government 184 International Relations : History of International Relations: Global Great Depression 190 International Relations : History of International Relations: Discussion 191 International Relations : History of International Relations: Checkpoint 21 242 Parts of a Whole: Government and Culture: Federal Government and the Arts HST202 American History B 021 Silencing the Roaring Twenties: Welcome to Hooverville: Timeline: Great Depression (1929-1932) 023 Silencing the Roaring Twenties: Welcome to Hooverville: Global Economics 025 Silencing the Roaring Twenties: Welcome to Hooverville: Hoover's Reforms
6.2.U.F	Analyze the impact of private economic institutions on individuals and groups over time.	
6.2.U.G	Compare and contrast various economic systems.	

US History Alignment

PA Standard Code	PA Description	Course Location
6.3.U.B	<p>Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>&nbsp;Ethnicity and Race &nbsp;Working conditions &nbsp;Immigration &nbsp;Military conflict &nbsp;Economic Stability</p> <p>(Reference History Standards 8.3.9.D.)</p>	<p>Economic Stability (Reference History Standards 8.3.9.D.) GOV301 Civics and Government 186 International Relations : History of International Relations: Fall of Berlin Wall 193 International Relations : International Trade: International Trade 200 International Relations : International Trade: Practice: International Trade 201 International Relations : International Trade: Checkpoint 22 230 International Relations : Immigration and Citizenship: Unit 5 Exam HST202 American History B 108 The Cold War: Building a Brighter Tomorrow: Kennan's Long Telegram 125 The Cold War: The Korean War: SEATO 254 Redefining the Presidency: Clinton's First Term: NAFTA 261 Redefining the Presidency: Clinton's First Term: Exam 5 Review 304 Modern America: Review & Final Exam: Final Exam HST102 World History B 141 The Cold War: The Cold War Begins: Kennan's Long Telegram 142 The Cold War: The Cold War Begins: Cold War Spheres of Influence 189 The World Today: Power Shifts: Post-Cold War Power Shifts 195 The World Today: Power Shift</p>
6.3.U.C	Compare and contrast the taxation policies of the local, state, and national governments.	

US History Alignment

PA Standard Code	PA Description	Course Location
6.3.U.D	<p>Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.</p> <p>Ethnicity and Race Working conditions Immigration Military conflict Economic Stability</p> <p>(Reference History Standards 8.3.9.D.)</p>	<p>Economic Stability (Reference History Standards 8.3.9.D.) GOV301 Civics and Government 186 International Relations : History of International Relations: Fall of Berlin Wall 193 International Relations : International Trade: International Trade 200 International Relations : International Trade: Practice: International Trade 201 International Relations : International Trade: Checkpoint 22 230 International Relations : Immigration and Citizenship: Unit 5 Exam HST202 American History B 108 The Cold War: Building a Brighter Tomorrow: Kennan's Long Telegram 125 The Cold War: The Korean War: SEATO 254 Redefining the Presidency: Clinton's First Term: NAFTA 261 Redefining the Presidency: Clinton's First Term: Exam 5 Review 304 Modern America: Review & Final Exam: Final Exam HST102 World History B 141 The Cold War: The Cold War Begins: Kennan's Long Telegram 142 The Cold War: The Cold War Begins: Cold War Spheres of Influence 189 The World Today: Power Shifts: Post-Cold War Power Shifts 195 The World Today: Power Shift</p>
6.4.U.A	<p>Explain how specialization contributes to economic interdependence on a national and international level.</p>	<p>Explain how specialization contributes to economic interdependence on a national and international level. GOV301 Civics and Government 186 International Relations : History of International Relations: Fall of Berlin Wall 193 International Relations : International Trade: International Trade 200 International Relations : International Trade: Practice: International Trade 201 International Relations : International Trade: Checkpoint 22 230 International Relations : Immigration and Citizenship: Unit 5 Exam HST202 American History B 108 The Cold War: Building a Brighter Tomorrow: Kennan's Long Telegram 125 The Cold War: The Korean War: SEATO 254 Redefining the Presidency: Clinton's First Term: NAFTA 261 Redefining the Presidency: Clinton's First Term: Exam 5 Review 304 Modern America: Review & Final Exam: Final Exam HST102 World History B 141 The Cold War: The Cold War Begins: Kennan's Long Telegram 142 The Cold War: The Cold War Begins: Cold War Spheres of Influence 189 The World Today: Power Shifts: Post-Cold War</p>

US History Alignment

PA Standard Code	PA Description	Course Location
6.4.U.C	Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)	
6.4.U.D	Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.	Explain how the level of development of transportation communication networks and technology affect economic
6.5.U.B	Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)	
6.5.U.E	Define wealth and describe its distribution within and among the political divisions of the United States.	
6.5.U.F	Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.	Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received. GOV301 Civics and Government 243 Parts of a Whole: Government and Culture: Museums Libraries and Zoos 245 Parts of a Whole: Government and Culture: Checkpoint 27 HST201 American History A 281 Reconstructing America: Big Business: Fueling the Industrial Revolution 283 Reconstructing America: Big Business: Robber Barons 289 Reconstructing America: Big Business: Checkpoint 24 300 Growth of A Nation: Reforming the Gilded Age: Video: Gilded Age Politics 313 Growth of A Nation: Reforming the Gilded Age: The History of Standard Oil 322 Growth of A Nation: Reform at Home and Abroad: Roosevelt's Trust Busting
7.1.U.A	Use geographic tools to analyze information about the interaction between people, places, and the environment.	
7.2.U.A	Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.	
7.2.U.B	Analyze the significance of physical processes in shaping the character of places and regions.	

US History Alignment

PA Standard Code	PA Description	Course Location
7.3.U.A	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities	Settlement GOV301 Civics and Government 080 Constitution and Federation : Political Action: Early Labor Movements HST201 American History A 143 Age of Jackson: Western Trails: Life on the Trails 278 Reconstructing America: A Land Grab for the Free: Discussion 285 Reconstructing America: Big Business: Company Towns 288 Reconstructing America: Big Business: Discussion 299 Reconstructing America: Yearning for Freedom: Unit 5 Review 306 Growth of A Nation: Reforming the Gilded Age: Early City Services 310 Growth of A Nation: Reforming the Gilded Age: Analyzing Images: Jacob Riis 312 Growth of A Nation: Reforming the Gilded Age: Hazards at Work 317 Growth of A Nation: Reforming the Gilded Age: Checkpoint 26 354 Growth of A Nation: World War I: Vocabulary Review Jeopardize HST101 World History A 240 Revolution: Industrial Revolution: Urban Growth and the Social Impact of Industrialization HST202 American History B 002 Silencing the Roaring Twenties: The Roaring Twenties: Red Summer 128 The Cold War: Redefining America
7.4.U.A	Analyze the effects of changes in the physical systems.	
7.4.U.B	Analyze the effects of human activity on the physical systems.	

US History Alignment

PA Standard Code	PA Description	Course Location
8.1.U.A	Evaluate patterns of continuity and change over time, applying context of events.	Evaluate patterns of continuity and change over time applying context of events. HST201 American History A 196 A House Divided: A Nation Divides: Secession 197 A House Divided: A Nation Divides: Crittenden Compromise and the Corwin Amendment 198 A House Divided: A Nation Divides: Fort Sumter 199 A House Divided: A Nation Divides: Military Leaders of the Civil War 200 A House Divided: A Nation Divides: Discussion 201 A House Divided: A Nation Divides: Checkpoint 16 202 A House Divided: A Nation Divides: A House Divided: Primary Source Essay 203 A House Divided: Suffocating the South: Video: Antietam 204 A House Divided: Suffocating the South: Bio: General George B. McClellan 205 A House Divided: Suffocating the South: The Anaconda Plan 206 A House Divided: Suffocating the South: Modernizing the Navy 207 A House Divided: Suffocating the South: Bio: General Stand Watie 208 A House Divided: Suffocating the South: Discussion 209 A House Divided: Suffocating the South: Checkpoint 17 210 A House Divided: Suffocating the South
8.1.U.B	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	Evaluate the interpretation of historical events and sources considering the use of fact versus opinion multiple perspectives and cause and effect relationships. HST202 American History B 030 Silencing the Roaring Twenties: Welcome to Hooverville: Writing Project 1 part 2 179 Continuing the Cold War: The Vietnam War: Project 2 - Graphic Organizer 196 Continuing the Cold War: The Nixon Years: Project 2 - Research 197 Continuing the Cold War: The Nixon Years: Project 2 - Sources 207 Continuing the Cold War: Watergate Scandal: Project 2 224 Redefining the Presidency: The Carter Years: Project 2 234 Redefining the Presidency: Reagan's First Term: Project 2 251 Redefining the Presidency: George H. W. Bush's Administration: Project 2 279 Modern America: Homeland Security: Project 2 Final

US History Alignment

PA Standard Code	PA Description	Course Location
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)	Analyze synthesize and integrate historical data creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) HST202 American History B 030 Silencing the Roaring Twenties: Welcome to Hooverville: Writing Project 1 part 2 179 Continuing the Cold War: The Vietnam War: Project 2 - Graphic Organizer 196 Continuing the Cold War: The Nixon Years: Project 2 - Research 197 Continuing the Cold War: The Nixon Years: Project 2 - Sources 207 Continuing the Cold War: Watergate Scandal: Project 2 224 Redefining the Presidency: The Carter Years: Project 2 234 Redefining the Presidency: Reagan's First Term: Project 2 251 Redefining the Presidency: George H. W. Bush's Administration: Project 2 279 Modern America: Homeland Security: Project 2 Final
8.2.U.A	Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	Evaluate the role groups and individuals from Pennsylvania played in the social political cultural and economic development of the U.S. GOV301 Civics and Government 024 The History of Civics and Government : Colonial Governments: Founding the British Colonies 027 The History of Civics and Government : Colonial Governments: Settling Pennsylvania 032 The History of Civics and Government : Colonial Governments: Practice: Colonial Governments 033 The History of Civics and Government : Colonial Governments: Checkpoint 4 040 The History of Civics and Government : Creating a New Government : Unit 1 Exam HST201 American History A 010 A New World: A New World: William Penn & Pennsylvania 013 A New World: A New World: Checkpoint 2 046 A New World: Independence: Unit 1 Review HST101 World History A 127 Renaissance and Reformation: Protestant Reformation: Legacy of the Reformation 190 Exploration Encounters and Exchanges: American Colonies: Founding the Colonies 191 Exploration Encounters and Exchanges: American Colonies

US History Alignment

PA Standard Code	PA Description	Course Location
8.2.U.B	Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.	Evaluate the importance of various historical documents artifacts and places in Pennsylvania which are critical to U.S. GOV301 Civics and Government 024 The History of Civics and Government : Colonial Governments: Founding the British Colonies 027 The History of Civics and Government : Colonial Governments: Settling Pennsylvania 032 The History of Civics and Government : Colonial Governments: Practice: Colonial Governments 033 The History of Civics and Government : Colonial Governments: Checkpoint 4 040 The History of Civics and Government : Creating a New Government : Unit 1 Exam HST201 American History A 010 A New World: A New World: William Penn & Pennsylvania 013 A New World: A New World: Checkpoint 2 046 A New World: Independence: Unit 1 Review HST101 World History A 127 Renaissance and Reformation: Protestant Reformation: Legacy of the Reformation 190 Exploration Encounters and Exchanges: American Colonies: Founding the Colonies 191 Exploration Encounters and Exchanges: American Colonies
8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated to the U.S. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations.	
8.2.U.D	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability.	

US History Alignment

PA Standard Code	PA Description	Course Location
8.3.U.A	Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Compare the role groups and individuals played in the social political cultural and economic development of the U.S. HST201 American History A 196 A House Divided: A Nation Divides: Secession 197 A House Divided: A Nation Divides: Crittenden Compromise and the Corwin Amendment 198 A House Divided: A Nation Divides: Fort Sumter 199 A House Divided: A Nation Divides: Military Leaders of the Civil War 200 A House Divided: A Nation Divides: Discussion 201 A House Divided: A Nation Divides: Checkpoint 16 202 A House Divided: A Nation Divides: A House Divided: Primary Source Essay 203 A House Divided: Suffocating the South: Video: Antietam 204 A House Divided: Suffocating the South: Bio: General George B. McClellan 205 A House Divided: Suffocating the South: The Anaconda Plan 206 A House Divided: Suffocating the South: Modernizing the Navy 207 A House Divided: Suffocating the South: Bio: General Stand Watie 208 A House Divided: Suffocating the South: Discussion 209 A House Divided: Suffocating the South
8.3.U.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	

US History Alignment

PA Standard Code	PA Description	Course Location
8.3.U.C	Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Technology GOV301 Civics and Government 177 Branches of Government : The Media : Internet Connectivity 179 Branches of Government : The Media : Practice: The Media 180 Branches of Government : The Media : Unit 4 Exam 217 International Relations : International Issues and Commerce: Technology in Developing Nations HST202 American History B 057 The Deadliest Conflict: Rise of the Dictators: Lebensraum 084 The Deadliest Conflict: The European Theater: Allied War Efforts 098 The Deadliest Conflict: The Pacific Theater: The Bomb 103 The Deadliest Conflict: The Pacific Theater: Unit 2 Review 114 The Cold War: Building a Brighter Tomorrow: Television & HUAC 256 Redefining the Presidency: Clinton's First Term: Inventing the Internet 261 Redefining the Presidency: Clinton's First Term: Exam 5 Review 265 Modern America: Clinton's Second Term: Case Review: United States v. Microsoft Corporation 304 Modern America: Review & Final Exam: Final Exam HST102 World History B 057 Nationalism: The Great War: A Modern War 058 Nationalism
8.3.U.D	Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability	Working conditions GOV301 Civics and Government 080 Constitution and Federation : Political Action: Early Labor Movements HST201 American History A 288 Reconstructing America: Big Business: Discussion 306 Growth of A Nation: Reforming the Gilded Age: Early City Services 311 Growth of A Nation: Reforming the Gilded Age: Upton Sinclair's The Jungle 312 Growth of A Nation: Reforming the Gilded Age: Hazards at Work 314 Growth of A Nation: Reforming the Gilded Age: Labor Movements 315 Growth of A Nation: Reforming the Gilded Age: Organizing Labor 316 Growth of A Nation: Reforming the Gilded Age: Discussion 317 Growth of A Nation: Reforming the Gilded Age: Checkpoint 26 361 Growth of A Nation: Review and Final Exam: Unit 6 Review 362 Growth of A Nation: Review and Final Exam: Final Exam HST101 World History A 240 Revolution: Industrial Revolution: Urban Growth and the Social Impact of Industrialization

APPENDIX A CURRICULUM

E.5 ALIGNMENTS

It includes the alignments for the Virtual Preparatory Academy of Pennsylvania curriculum in the following subject areas:

- A. English Language Arts (K-12)
- B. Mathematics (K-12)
- C. Science (K-12)
- D. Social Studies (K-12)
- E. General Electives (K-5)

General Electives

K-5

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
MU.Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).	
	Grade K > Section ITS > Unit 1 > Lesson 1: Hello Everybody! > SING Hello Song
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > LISTEN You're a Grand Old Flag
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > SING You're a Grand Old Flag
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > MOVE Something About Me
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > DESCRIBE Early in the Morning
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LISTEN Poem
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > IDENTIFY Steady Beat
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LISTEN Time to Sing
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > SING Time to Sing
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > SING Pimpón
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > LINKS Art
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > WRAP UP
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > SING My Thumbs Are Starting to Wiggle
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > LISTEN One Finger, One Thumb
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > MOVE Skip and Gallop
	Grade K > Section 1 > Unit 2 > Opener: Music Helps Me Learn > SING The Best That I Can Be!
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > IDENTIFY Animal Sounds
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > SING Good Day Song
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > INTRODUCTION
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > MOVE Clapping the Rhythm
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > LISTEN Name Game
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > SING Name Song
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > CREATE / READ Color Pattern
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > MOVE Showing Low and High
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > INTRODUCTION
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > LISTEN Bingo
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > ART GALLERY The Starry Night
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > SING Bye 'n' Bye
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > LISTEN Hot Dog
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > MUSIC SKILLS Listen

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > INTRODUCTION
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > SING Doing the Weekly Walk
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 3 > Opener: Friends and Fun > LISTEN Look Who's Here!
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > PAT Walking Rhythm
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > SING Alphabet Song
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > SING Counting Song
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > SING Tugboat
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > MOVE London Bridge
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > INTRODUCTION
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > PLAY Rhythm Pattern
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PLAY Expressive Effects
	Grade K > Section 1 > Unit 4 > Opener: Around the Town > LISTEN This Is My City
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > SING This Is What I Can Do
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > SING Bounce High, Bounce Low
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > LISTEN Poem
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > SING El picaflor
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > SING Ride the Train
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > SING Mbombela
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > LISTEN We All Stand Together
	Grade K > Section 1 > Unit 5 > Opener: The Sounds Around Us > LISTEN I Will Sing Hello
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > INTRODUCTION
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > PLAY Beat and Rhythm
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > LISTEN Popping Corn
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > SING Na Bahia Tem
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > LISTEN Santa Clara Corn Grinding Song
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > SING Wavvuuvuumira
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > LISTEN Cobbler, Cobbler, Mend My Shoe
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > PLAY Old Mister Woodpecker
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > INTRODUCTION
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > MUSIC SKILLS Analyze
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > SING Street Cries
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > INTRODUCTION
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > ANALYZE To Find Beats of Silence

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 6 > Opener: Animals! Animals! Animals! > LISTEN Animales
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > SING The Kangaroo
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > LISTEN I Can't Spell Hoppopotamus
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > LISTEN Little White Duck
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > LISTEN Monté sur un éléphant
	Grade K > Section 2 > Unit 1 > Lesson 3: Move to the Steady Beat > LISTEN Qué bonito es
	Grade K > Section 2 > Unit 2 > Lesson 1: Lower and Higher > SING My Oak Tree
	Grade K > Section 2 > Unit 2 > Lesson 3: Higher and Lower Pitches > SING Ten Little Frogs
	Grade K > Section 2 > Unit 2 > Lesson 4: Beat and Rhythm > SING Willoughby Wallaby Woo
	Grade K > Section 2 > Unit 3 > Lesson 1: Higher and Lower Sounds > MUSIC SKILLS Sing
	Grade K > Section 2 > Unit 3 > Lesson 2: Trot or Gallop? > SING Sweetly Sings the Donkey
	Grade K > Section 2 > Unit 4 > Lesson 1: One Sound and Two Sounds to a Beat > SING We Are Playing in the Forest
	Grade K > Section 2 > Unit 4 > Lesson 3: Soft and Loud > SING Grizzly Bear
	Grade K > Section 2 > Unit 5 > Lesson 1: The Space Between > SING Touch Your Shoulders
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > LISTEN For Beats of Silence
	Grade K > Section 2 > Unit 6 > Lesson 1: Same and Different > SING Jig Jog, Jig Jog
	Grade K > Section 2 > Unit 6 > Lesson 2: Low, High, and Higher! > SING Bell Horses
	Grade K > Section 2 > Unit 6 > Lesson 3: Low, High, and Higher in a Song > SING Seesaw, Margery Daw
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > SING Let's Think of Something to Do
	Grade K > Section 3 > Unit 1 > Lesson 8: Speedy Delivery > SING Speedy Delivery
	Grade K > Section 3 > Unit 2 > Lesson 1: Planting Seeds > SING Planting Seeds
	Grade K > Section 3 > Unit 2 > Lesson 2: Worms > SING Worms
	Grade K > Section 3 > Unit 2 > Lesson 6: The Garden Hoedown > SING The Garden Hoedown
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > SING If You're Given Something Good
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN North Winds Blow
	Grade K > Section 4 > Unit 2 > Lesson 2: Halloween > DESCRIBE Jack-o'-Lantern
	Grade K > Section 4 > Unit 3 > Lesson 2: Hanukkah > LISTEN Hanukkah Is Here
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Tree of Peace
	Grade K > Section 4 > Unit 3 > Lesson 4: Las posadas > SING El nacimiento
	Grade K > Section 4 > Unit 3 > Lesson 4: Las posadas > DESCRIBE Upward and Downward Melodic Direction
	Grade K > Section 4 > Unit 3 > Lesson 4: Las posadas > SING Nochebuena
	Grade K > Section 4 > Unit 3 > Lesson 5: Kwanzaa > SING Ifetayo
	Grade K > Section 4 > Unit 3 > Lesson 7: Chinese New Year > SING Colorful Dragon Boat
	Grade K > Section 4 > Unit 3 > Lesson 8: President's Day > SING Presidents
	Grade K > Section 4 > Unit 3 > Lesson 9: Valentine's Day > SING When You Send a Valentine
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > SING Bohm Dong Sahn, Gohd Dong Sahn

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 4 > Unit 4 > Lesson 2: Easter > SING Peter Cottontail
	Grade K > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > SING Y ahora vamos a cantar
MU.Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).	
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > MOVE All Work Together
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > LINKS Language Arts
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > WRAP UP
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > MUSIC SKILLS Improvise
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > LISTEN I Know an Old Lady
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > MOVEMENT I Got Shoes
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > IMPROVISE Instrument Game
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > MOVE Toodala
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > SING The Old Gray Cat
	Grade K > Section 1 > Unit 2 > Opener: Music Helps Me Learn > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Opener: Friends and Fun > LISTEN Poem
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > LISTEN Sound of Horses
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > MOVE María Blanca
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > MOVEMENT Locomotor Movement
	Grade K > Section 1 > Unit 4 > Opener: Around the Town > SING This Is My City
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > SING Fehér liliomszál
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > SING One, Two, Tie My Shoe
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > IDENTIFY Strong and Weak Beats
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > MUSIC SKILLS Compose
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > MUSIC SKILLS Improvise
	Grade K > Section 2 > Unit 1 > Lesson 1: Practice with the Steady Beat > SING Put Your Finger in the Air
	Grade K > Section 2 > Unit 1 > Lesson 2: Sing Faster and Slower > SING The Noble Duke of York
	Grade K > Section 2 > Unit 3 > Lesson 2: Trot or Gallop? > MOVE Trotting and Galloping Patterns
	Grade K > Section 3 > Unit 2 > Lesson 3: Oats, Peas, Beans, and Barley Grow > SING Oats, Peas, Beans, and Barley Grow
	Grade K > Section 3 > Unit 2 > Lesson 4: Los pollitos > SING Los pollitos
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > MOVE Representing Words

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING America
	Grade K > Section 4 > Unit 3 > Lesson 2: Hanukkah > CREATE Movement Patterns
	Grade K > Section 4 > Unit 3 > Lesson 9: Valentine's Day > LISTEN I Made a Valentine
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > DESCRIBE Triple Meter
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > SING Mister Sun
	Grade K > Section 4 > Unit 5 > Lesson 2: Powwow > DESCRIBE Grand Entry
MU.Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.	
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > SING If You're Happy
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > MUSIC SKILLS Play
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > WRAP UP
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > MOVEMENT Locomotor Movement
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > UNIT THEME Music Moves Me
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > PLAY Musical Instruments
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > LINKS Art
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > DESCRIBE More Shapes
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > SING One Finger, One Thumb
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > LISTEN Walking and Galloping/Skipping
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > SING The Old Gray Cat
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > INTRODUCTION
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LINKS Language Arts
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > CREATE Piece of Music in AB Form
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > LINKS Language Arts
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > LISTEN Sound of Horses
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > MUSIC SKILLS Improvise
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > COMPARE Instrumental Tone Colors
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > SING Echo
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > PLAY Instruments
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > COMPOSE Improvising Words
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > INTRODUCTION
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > INTRODUCTION
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > LISTEN Nampaya omame

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > SING El tambor
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > CREATE Piece of Music in AB Form
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > MUSIC SKILLS Compose
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > LINKS Science/Mathematics
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > CREATE / PLAY ABA Form
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > CREATE / PLAY Piece of Music in AB Form
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > PORTFOLIO Creative Unit Project
	Grade K > Section 2 > Unit 1 > Lesson 1: Practice with the Steady Beat > MUSIC SKILLS Create
	Grade K > Section 2 > Unit 3 > Lesson 1: Higher and Lower Sounds > MUSIC SKILLS Create
	Grade K > Section 2 > Unit 4 > Lesson 1: One Sound and Two Sounds to a Beat > PLAY Rhythm of the Song
	Grade K > Section 2 > Unit 4 > Lesson 2: Softer and Louder > ANALYZE Soft and Loud
	Grade K > Section 3 > Unit 2 > Lesson 4: Los pollitos > LISTEN Los pollitos
	Grade K > Section 3 > Unit 2 > Lesson 5: Little Ducky Duddle > LISTEN Little Ducky Duddle
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > SING High and Low Ptiches
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > DESCRIBE Sequence of Events
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > LISTEN Friends at Circle Lake
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > MUSIC SKILLS Create
	Grade K > Section 4 > Unit 2 > Lesson 3: Thanksgiving > LISTEN Things I'm Thankful For
	Grade K > Section 4 > Unit 2 > Lesson 3: Thanksgiving > LISTEN Five Fat Turkeys
	Grade K > Section 4 > Unit 3 > Lesson 8: President's Day > PLAY With the Beat
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > PLAY Strong and Weak Beats
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > SING Happy Birthday
MU.Cr2.1.Kb With guidance, organize personal musical ideas using iconic notation and/or recording technology.	
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LISTEN / READ Follow the Beat
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > WRAP UP
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > MUSIC SKILLS Read
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > ANALYZE Ways to Move
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > TEACHER TO TEACHER Visual Representation of Tempo
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > CREATE / READ Color Pattern
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > PLAY Rhythm Pattern
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > CREATE / PLAY Piece of Music

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Standard	Course Location
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > COMPOSE Piece of Music
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PLAY Interlude for a Poem
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > READ / PLAY Rhythm Patterns
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > CREATE Piece of Music
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > READ Rhythm Patterns
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > NOTATE One and Two Sounds
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > PLAY Dynamics
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > MUSIC SKILLS Listen and Notate
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > CREATE / READ Rhythm Patterns with Beats of Silence
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > ANALYZE Rhythm Patterns
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > CREATE Piece of Music
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > COMPOSE Piece of Music
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > ANALYZE Iconic Notation
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > NOTATE Rhythm Pattern
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > FIND Rhythm Patterns
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > ANALYZE Iconic Notation
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > NOTATE / READ One and Two Sounds per Beat
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > PLAY One and Two Sounds per Beat
	Grade K > Section 2 > Unit 4 > Lesson 1: One Sound and Two Sounds to a Beat > MOVEMENT Patterned Movement
	Grade K > Section 2 > Unit 6 > Lesson 1: Same and Different > MUSIC SKILLS Sing and Create
	Grade K > Section 2 > Unit 6 > Lesson 3: Low, High, and Higher in a Song > MUSIC SKILL Listen and Notate
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > NOTATE Tree of Peace
MU.Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > MOVE At Different Tempos
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > ANALYZE Ways to Move
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > WRAP UP
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > SING Days of the Week
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > MUSIC SKILLS Compose
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > INTRODUCTION

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Standard	Course Location
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 4 > Opener: Around the Town > LISTEN Poem
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > PLAY Rhythm Patterns
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > CREATE Piece of Music
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > INTRODUCTION
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 2 > Unit 2 > Lesson 2: Move to the Beat > COMPARE Beat with Rhythm
	Grade K > Section 2 > Unit 4 > Lesson 1: One Sound and Two Sounds to a Beat > PLAY Rhythm of the Song
	Grade K > Section 3 > Unit 1 > Lesson 3: Happy Birthday, Happy Birthday > SING Happy Birthday, Happy Birthday
	Grade K > Section 3 > Unit 1 > Lesson 5: Propel, Propel, Propel > LISTEN Propel, Propel, Propel
	Grade K > Section 3 > Unit 1 > Lesson 6: Go, Go, Go > LISTEN Go, Go, Go
	Grade K > Section 3 > Unit 1 > Lesson 7: Peace and Quiet > LISTEN Peace and Quiet
	Grade K > Section 3 > Unit 1 > Lesson 10: It's Such a Good Feeling > LISTEN It's Such a Good Feeling
	Grade K > Section 3 > Unit 2 > Lesson 1: Planting Seeds > LISTEN Planting Seeds
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > LISTEN Poem
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > DESCRIBE Events and Characters in a Story
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > REACHING ALL LEARNERS Gifted and Talented
	Grade K > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN America
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LISTEN Gardens in the Rain
	Grade K > Section 4 > Unit 5 > Lesson 2: Powwow > DESCRIBE Grand Entry
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > PLAY Me I Am!
MU.Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.	
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > ANALYZE Opening Text
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > WRAP UP
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > CREATE / PLAY Piece of Music
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > CREATE Piece of Music
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
MU.Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.	

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section ITS > Unit 1 > Lesson 1: Hello Everybody! > SING Hello Song
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > PERFORMANCE All Work Together
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > SING All Work Together
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > LISTEN Csárdás
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > DESCRIBE Our Five Voices
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > IDENTIFY Five Voices
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > ANALYZE Shapes
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > TEACHER TO TEACHER Playing Instruments
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > LISTEN Instrument Game
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LISTEN Faeries and Giants
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > SING Hot Dog
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > INTRODUCTION
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > SING Ushkana
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > DESCRIBE Vocal Tone Colors
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > SCHOOL TO HOME Five Kinds of Voices
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > LISTEN Doing the Weekly Walk
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > SING It's So Good to See You
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > MOVEMENT Same and Different
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > COMPARE Instrumental Tone Colors
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > SING Little Sir Echo
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > LISTEN The Muffin Man
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > WRAP UP
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > LISTEN Chinese String Instrument
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PLAY Interlude for a Poem
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > DESCRIBE Pictures
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > LISTEN Little Spotted Puppy
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > LISTEN Three Little Kittens

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > LISTEN Wavvuuvuumira
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > LISTEN Dance
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > LISTEN The People in Your Neighborhood
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > WRAP UP
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > LISTEN Aria
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > LISTEN Brother, Come and Dance with Me
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > AUDIENCE ETIQUETTE Going to the Opera
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > CREATE / PLAY Piece of Music in AB Form
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > LISTEN Finale
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > CREATE Piece of Music in AB Form
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > LISTEN Hakuna Matata
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 3 > Unit 1 > Lesson 1: Won't You Be My Neighbor? > LISTEN Won't You Be My Neighbor?
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > DESCRIBE Piano Sound
	Grade K > Section 3 > Unit 1 > Lesson 3: Happy Birthday, Happy Birthday > LISTEN Happy Birthday, Happy Birthday
	Grade K > Section 3 > Unit 2 > Lesson 5: Little Ducky Duddle > LISTEN Little Ducky Duddle
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > SING High and Low Ptiches
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > DESCRIBE Sequence of Events
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > MUSIC SKILLS Listen
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > MUSIC SKILLS Vocal Development
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > MUSIC SKILLS Play
	Grade K > Section 4 > Unit 2 > Lesson 2: Halloween > SING Town Hall Halloween Ball
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN December Snow
	Grade K > Section 4 > Unit 3 > Lesson 4: Las posadas > MOVE Showing Downward Melodic Direction
	Grade K > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LISTEN Kwanzaa Time
	Grade K > Section 4 > Unit 3 > Lesson 5: Kwanzaa > DESCRIBE Ifetayo
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > LISTEN Wait and See
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LISTEN Gardens in the Rain
	Grade K > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > LISTEN Mariachi Music
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > PLAY Strong Beat

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Standard	Course Location
	Grade K > Section 4 > Unit 5 > Lesson 2: Powwow > DESCRIBE Seneca Stomp Dance
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > PLAY Adding Tone Color
MU.Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	
	Grade K > Section ITS > Unit 1 > Lesson 1: Hello Everybody! > MOVEMENT Non-locomotor Movement
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > LISTEN You're a Grand Old Flag
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > ANALYZE Using a Listening Map
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > LISTEN My Grandfather
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > LISTEN Stamping Land
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > ANALYZE Ways to Tell a Poem
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LISTEN / MOVE Showing Higher and Lower Sounds
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > SING Alphabet Song
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > MUSIC SKILLS Play the Name Game
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > MOVEMENT Bingo
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > PLAY Higher and Lower Pitches
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > WRAP UP
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > PLAY Higher and Lower Pitches
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > ANALYZE Word Rhythm and Beat
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > PLAY Rhythms
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > LISTEN Poem
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > LISTEN Twinkle, Twinkle, Little Star
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > INTRODUCTION
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > SING The Muffin Man
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > LISTEN Korean Folk Song
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > SING Juhtgarak (Chopsticks)
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > LISTEN Higher and Lower Pitches
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > IDENTIFY Words with Two Sounds to a Beat
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > LISTEN This Is What I Can Do
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > DESCRIBE One and Two Sounds to the Beat
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > READ Rhythm Patterns
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > SING Little Spotted Puppy
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > CREATE Piece of Music in AB Form
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > SING One, Two, Tie My Shoe
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade K > Section 1 > Unit 5 > Opener: The Sounds Around Us > LISTEN Poem
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > SING Jboɔ Asi Me Nsa
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > DESCRIBE Iconic Rhythm Pattern
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > SING Popping Corn
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > LISTEN Polegnala e Toudora
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > LISTEN Santa Clara Corn Grinding Song
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > SING Old Mister Woodpecker
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > ANALYZE Same and Different
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LISTEN Eine kleine Nachtmusik
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LISTEN Radetzky March
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > MUSIC SKILLS Listen and Singing from Memory
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > ANALYZE To Find Beats of Silence
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > IDENTIFY Low, High, and Higher Pitches
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > ANALYZE Iconic Notation
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > READ Rhythm Pattern
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > SING The Bear Went Over the Mountain
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > SING Motive
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > PLAY Motive on Instruments
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > LINKS Language Arts

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > SING Old MacDonald Had a Farm
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > MOVEMENT Game
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > ANALYZE Musical Performance
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > READ Rhythms
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > SING Monté sur un éléphant
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > LISTEN Buffalo Prairie
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > ANALYZE Steady Beat and No Steady Beat
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > IDENTIFY Steps, Skips, and Leaps
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade K > Section 2 > Unit 1 > Lesson 1: Practice with the Steady Beat > MOVE Put Your Finger in the Air
	Grade K > Section 2 > Unit 2 > Lesson 1: Lower and Higher > MUSIC SKILLS Play
	Grade K > Section 2 > Unit 2 > Lesson 3: Higher and Lower Pitches > ANALYZE Higher, High, and Low
	Grade K > Section 2 > Unit 3 > Lesson 1: Higher and Lower Sounds > MOVE In Response to Higher and Lower Pitches
	Grade K > Section 2 > Unit 3 > Lesson 1: Higher and Lower Sounds > ANALYZE High and Low
	Grade K > Section 2 > Unit 3 > Lesson 2: Trot or Gallop? > MUSIC SKILLS Describe
	Grade K > Section 2 > Unit 5 > Lesson 1: The Space Between > SING High and Low (so-mi)
	Grade K > Section 2 > Unit 5 > Lesson 2: A Beat of Silence > SING Making Awareness of Rests
	Grade K > Section 2 > Unit 6 > Lesson 1: Same and Different > ANALYZE Rhythms
	Grade K > Section 2 > Unit 6 > Lesson 1: Same and Different > PLAY Creative Movement
	Grade K > Section 2 > Unit 6 > Lesson 2: Low, High, and Higher! > ANALYZE Melody
	Grade K > Section 2 > Unit 6 > Lesson 3: Low, High, and Higher in a Song > MOVE Showing Low and High Pitches
	Grade K > Section 2 > Unit 6 > Lesson 4: Direction of the Pitches > SING Bobby Shafto
	Grade K > Section 3 > Unit 1 > Lesson 4: Row, Row, Row > SING Row, Row, Row
	Grade K > Section 3 > Unit 1 > Lesson 7: Peace and Quiet > DESCRIBE Waking Up and Sleepy Moods
	Grade K > Section 3 > Unit 2 > Lesson 1: Planting Seeds > SING With Creative Movement
	Grade K > Section 3 > Unit 2 > Lesson 3: Oats, Peas, Beans, and Barley Grow > LISTEN Oats, Peas, Beans, and Barley Grow
	Grade K > Section 3 > Unit 2 > Lesson 4: Los pollitos > LISTEN Los pollitos
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > DESCRIBE Opposites
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > PLAY Down and Up Pitches
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > LISTEN Pitch Direction
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > DESCRIBE Patterns
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN Waltz of the Snowflakes
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN The Snowman
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING The Snowman

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN March of the Toys
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Mama, Bake the Johnnycake
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > SING Mama, Bake the Johnnycake
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > READ Tree of Peace
	Grade K > Section 4 > Unit 3 > Lesson 4: Las posadas > MOVE Showing Melodic Direction
	Grade K > Section 4 > Unit 3 > Lesson 4: Las posadas > LISTEN Nochebuena
	Grade K > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr., Day > LISTEN Martin Luther King
	Grade K > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr., Day > SING Kum Ba Yah
	Grade K > Section 4 > Unit 3 > Lesson 8: President's Day > SING Battle Hymn of the Republic
	Grade K > Section 4 > Unit 3 > Lesson 9: Valentine's Day > DESCRIBE Beat and Rhythm
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > MOVEMENT Creative Movement
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LISTEN Bohm Dong Sahn, Gohd Dong Sahn
	Grade K > Section 4 > Unit 4 > Lesson 2: Easter > MOVE Locomotor Movement
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > PLAY Me I Am!
MU.Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > MOVEMENT Finger Play
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > SING La pequeñita araña
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > DESCRIBE A Poem
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > LISTEN Walking Song
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > LISTEN Csárdás
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > COMPARE Music and Fine Art
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > LISTEN I Got Shoes
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > SING See the Pony Galloping
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LISTEN Animal Sounds
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LISTEN Faeries and Giants
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > DESCRIBE Rhythm
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > LISTEN Animal Rhythms
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > LISTEN Over the Rainbow

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > LISTEN The Rainbow Song
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > WRAP UP
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > MOVE Seven Jumps
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > FIND Higher and Lower
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > MOVE To Show Melodic Direction
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > SING The Farmer in the Dell
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > PLAY Echo
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > LISTEN Three Little Muffins
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > SING Nampaya omame
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > IDENTIFY Steps, Skips, and Leaps
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > LINKS Reading
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > SING Little Blue Truck
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LISTEN Radetzky March
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > SING Sing a Little Song
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > INTRODUCTION
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > LISTEN Finale
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > SING Hop, Hop, Hop
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > LISTEN Prairie Dog Song
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > MUSIC SKILLS Improvise
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > LISTEN Waltzing Cat
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade K > Section 2 > Unit 1 > Lesson 2: Sing Faster and Slower > MOVE Non-locomotor Movement
	Grade K > Section 2 > Unit 2 > Lesson 1: Lower and Higher > DESCRIBE Higher and Lower Sounds
	Grade K > Section 2 > Unit 2 > Lesson 2: Move to the Beat > MOVE To Show Beat and Rhythm
	Grade K > Section 2 > Unit 3 > Lesson 2: Trot or Gallop? > COMPARE Listening and Song
	Grade K > Section 2 > Unit 3 > Lesson 3: Differences in Meter > MOVEMENT Game
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > MOVE Showing Sound and Rests
	Grade K > Section 2 > Unit 6 > Lesson 2: Low, High, and Higher! > MOVEMENT Bell Horses
	Grade K > Section 2 > Unit 6 > Lesson 2: Low, High, and Higher! > IDENTIFY Steps, Skips, and Leaps
	Grade K > Section 2 > Unit 6 > Lesson 3: Low, High, and Higher in a Song > IDENTIFY Steps, Skips, and Leaps
	Grade K > Section 2 > Unit 6 > Lesson 4: Direction of the Pitches > MOVE Showing High, Low, Higher Sounds
	Grade K > Section 3 > Unit 1 > Lesson 1: Won't You Be My Neighbor? > LISTEN Won't You Be My Neighbor?
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > SING Let's Think of Something to Do
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > SING Good Posture

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 3 > Unit 1 > Lesson 3: Happy Birthday, Happy Birthday > SING Happy Birthday, Happy Birthday
	Grade K > Section 3 > Unit 1 > Lesson 4: Row, Row, Row > MOVE Showing the Pitch Levels
	Grade K > Section 3 > Unit 1 > Lesson 4: Row, Row, Row > MOVE Showing the Pitch Levels
	Grade K > Section 3 > Unit 1 > Lesson 7: Peace and Quiet > SING Peace and Quiet
	Grade K > Section 3 > Unit 1 > Lesson 8: Speedy Delivery > DESCRIBE Silent Signal or Rest
	Grade K > Section 3 > Unit 2 > Lesson 5: Little Ducky Duddle > SING Little Ducky Duddle
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > IDENTIFY Sound Words
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > MUSIC SKILLS Vocal Development
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN Fall Music
	Grade K > Section 4 > Unit 2 > Lesson 2: Halloween > PLAY Town Hall Halloween Ball
	Grade K > Section 4 > Unit 2 > Lesson 3: Thanksgiving > SING Things I'm Thankful For
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN Poem
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN March of the Toys
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN What You Gonna Call Your Pretty Little Baby?
	Grade K > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr., Day > DESCRIBE Voices Used
	Grade K > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr., Day > LISTEN Martin Luther King
	Grade K > Section 4 > Unit 3 > Lesson 7: Chinese New Year > PLAY Colorful Dragon Boat
	Grade K > Section 4 > Unit 3 > Lesson 9: Valentine's Day > LISTEN Beat and Rhythm
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > SING Wait and See
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > MOVEMENT Creative Movement
MU.Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.	
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > PLAY Melodic Pattern
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > IDENTIFY Workers Names with Two Syllables
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > LISTEN Poem
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > READ Rhythm Pattern
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > WRAP UP

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > PORTFOLIO Creative Unit Project
	Grade K > Section 2 > Unit 2 > Lesson 2: Move to the Beat > READ One and Two Sounds to a Beat
	Grade K > Section 3 > Unit 1 > Lesson 9: It's You I Like > SING It's You I Like
	Grade K > Section 3 > Unit 1 > Lesson 10: It's Such a Good Feeling > SING It's Such a Good Feeling
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > PLAY Down and Up Pitches
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > PLAY Sound Words for Poem
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > PLAY Pattern on Pitched Instruments
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > PLAY Motive on Instruments
MU.Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 3 > Opener: Friends and Fun > SING Look Who's Here!
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > MUSIC SKILLS Vocal Development
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > WRAP UP
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > MUSIC SKILLS Improvise
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > PLAY Softer and Louder
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 6 > Opener: Animals! Animals! Animals! > SING Animales
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > LISTEN Old MacDonald Had a Farm
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > SING The Merry-Go-Round
	Grade K > Section 3 > Unit 1 > Lesson 1: Won't You Be My Neighbor? > SING Won't You Be My Neighbor?
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > SING Good Posture
	Grade K > Section 3 > Unit 1 > Lesson 9: It's You I Like > SING It's You I Like
	Grade K > Section 3 > Unit 1 > Lesson 10: It's Such a Good Feeling > SING It's Such a Good Feeling
	Grade K > Section 3 > Unit 2 > Lesson 4: Los pollitos > PLAY Los pollitos
	Grade K > Section 3 > Unit 2 > Lesson 6: The Garden Hoedown > PERFORMANCE SUGGESTIONS Narration
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > LISTEN Melodic Direction
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > PLAY Sound Words for Poem
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > DESCRIBE Sound Word Patterns

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > PLAY Motive on Instruments
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > SING What You Gonna Call Your Pretty Little Baby?
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > MOVE Wait and See
MU.Pr6.1.Ka With guidance, perform music with expression.	
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > MOVE The Hokey Pokey
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > PERFORM A poem
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > WRAP UP
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > LISTEN Car Song
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > PLAY Dynamics
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > MOVE Hand Dance
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > WRAP UP
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > SING Lady, Lady
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > WRAP UP
	Grade K > Section 3 > Unit 1 > Lesson 6: Go, Go, Go > SING Go, Go, Go
	Grade K > Section 3 > Unit 1 > Lesson 10: It's Such a Good Feeling > MOVE Choreography
	Grade K > Section 3 > Unit 3 > Lesson 1: If Things Grow Down > PLAY Poem
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > LISTEN Sound Words
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > PLAY Performance of the Story
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LINKS Science
MU.Pr6.1.Kb Perform appropriately for the audience.	
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > SING All Work Together
	Grade K > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > WRAP UP
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > AUDIENCE ETIQUETTE In-Class Performances
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > AUDIENCE ETIQUETTE Going to a Concert
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade K > Section 2 > Unit 1 > Lesson 1: Practice with the Steady Beat > PLAY The Beat
	Grade K > Section 2 > Unit 3 > Lesson 3: Differences in Meter > COMPARE Two Versions of a Song
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > LISTEN Sound Words

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
MU.Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > PLAY Performance of the Story
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > LINKS Art
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > MUSIC SKILLS Create
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > ART GALLERY The Starry Night
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > SCHOOL TO HOME Folk Songs
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > LISTEN El tambor
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > LISTEN The Bus
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > PLAY Beat and Rhythm
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LINKS Language Arts
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > LINKS Theater
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > ANALYZE So Long, Farewell
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > IDENTIFY Beat of Silence
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > MOVE As Buffalo
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 2 > Unit 2 > Lesson 1: Lower and Higher > MOVE In Response to Higher and Lower Pitches
	Grade K > Section 2 > Unit 4 > Lesson 3: Soft and Loud > COMPARE Loud and Soft in Two Songs
	Grade K > Section 2 > Unit 5 > Lesson 2: A Beat of Silence > MOVE Ten in a Bed
	Grade K > Section 3 > Unit 1 > Lesson 9: It's You I Like > LISTEN It's You I Like
	Grade K > Section 3 > Unit 1 > Lesson 10: It's Such a Good Feeling > LISTEN It's Such a Good Feeling
	Grade K > Section 3 > Unit 2 > Lesson 1: Planting Seeds > LISTEN Planting Seeds
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > SING Must Be Santa
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > SAY Tree of Peace
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LINKS Science
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > LISTEN Happy Birthday
MU.Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	
	Grade K > Section ITS > Unit 1 > Lesson 1: Hello Everybody! > MUSIC SKILLS Analyze
	Grade K > Section ITS > Unit 1 > Lesson 1: Hello Everybody! > MOVEMENT Non-locomotor Movement
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > MOVE In a Parade Line

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > MOVE All Work Together
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > MOVE Time to Sing
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > MOVEMENT Time to Sing
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LISTEN / READ Follow the Beat
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > SING Walk to School
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > MOVE Like a Marionette
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > MOVE Walking to the Beat
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > SING Stamping Land
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > WRAP UP
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > PAT To the Beat
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > IDENTIFY Movement in Place and Through Space
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > LISTEN Toodala
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > MOVE Skip and Gallop
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > LISTEN Walking and Galloping Rhythms
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > MOVEMENT Gallop and Skip
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > WRAP UP
	Grade K > Section 1 > Unit 2 > Opener: Music Helps Me Learn > MOVE Dramatizing the Poem
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > SING Good Day Song
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > PLAY Low and High C
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LISTEN / MOVE Showing Higher and Lower Sounds
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > WRAP UP
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > LISTEN Laranjeiras
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > MOVE Animal Rhythms
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > MOVEMENT Non-locomotor Movement
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > REACHING ALL LEARNERS Gifted and Talented
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > WRAP UP
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > MOVE Showing Low and High
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > WRAP UP
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > SING Oh, A-Hunting We Will Go

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > MOVEMENT Oh, A-Hunting We Will Go
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > READ / SING Iconic Notation for Bingo
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > PLAY Rhythm Pattern
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > LISTEN Bye 'n' Bye
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > LISTEN The Hokey Pokey
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > PLAY Higher and Lower Pitches
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > SING Las horas
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > MOVEMENT Las horas
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > MOVEMENT Deedle, Deedle Dumpling
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > MOVE Jack, Be Nimble
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > PLAY Pitched Instruments
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > ANALYZE Melodic Direction
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > WRAP UP
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > MOVEMENT London Bridge
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > MOVEMENT María Blanca
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > MOVEMENT Musical Game
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > PERFORM Jogging, Skipping, and Beat Patterns
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > WRAP UP
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > LISTEN Waltz in A Major
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > SING Merrily, We Roll Along
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > LISTEN The Mulberry Bush
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > MUSIC SKILLS Play, Orff
	Grade K > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > Lesson Overview
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > NOTATION The People in Your Neighborhood
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > LISTEN Words with One or Two Sounds to a Beat
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > MUSIC SKILLS Orff
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > READ Rhythms
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > INTRODUCTION
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > TAP Rhythm of the Words
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > MOVE Follow Me
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > NOTATE One and Two Sounds
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > MUSIC SKILL Play
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > PROGRESS CHECKPOINT

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > LISTEN Mbombela
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > MOVE To the Strong and Weak Beats
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade K > Section 1 > Unit 5 > Opener: The Sounds Around Us > SING I Will Sing Hello
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > LISTEN Step in Time
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > HISTORY AND CULTURE Playing Musical Game
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 5 > Lesson 2: Listening for Lower and Higher > WRAP UP
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > MOVE Simi Yadech
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > PLAY Old Mister Woodpecker
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > MUSIC SKILLS Analyze
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > PLAY so-mi
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > SING Bickle, Bockle
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > LISTEN Kangaroos
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > DESCRIBE How to Show Beats of Silence
	Grade K > Section 1 > Unit 6 > Lesson 2: A Beat of Silence at the Zoo > MOVEMENT Alison's Camel
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > MOVE Bear-Like
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > SING Mi chacra
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > MUSIC SKILLS Play
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > PLAY One Sound per Beat
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > MUSIC SKILLS Orff Instruments
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > ANALYZE Placement of Pitches
	Grade K > Section 2 > Unit 1 > Lesson 2: Sing Faster and Slower > PLAY Barred Instruments
	Grade K > Section 2 > Unit 2 > Lesson 2: Move to the Beat > MOVEMENT Head and Shoulders
	Grade K > Section 2 > Unit 2 > Lesson 4: Beat and Rhythm > PLAY Beat and Rhythm
	Grade K > Section 2 > Unit 3 > Lesson 2: Trot or Gallop? > MOVE To the Beat
	Grade K > Section 2 > Unit 3 > Lesson 3: Differences in Meter > MOVE Showing Higher and Lower
	Grade K > Section 2 > Unit 4 > Lesson 1: One Sound and Two Sounds to a Beat > LISTEN We Are Playing in the Forest
	Grade K > Section 2 > Unit 4 > Lesson 3: Soft and Loud > PLAY Soft and Loud with Instruments
	Grade K > Section 2 > Unit 5 > Lesson 1: The Space Between > MOVE Touch Your Shoulders

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 2 > Unit 5 > Lesson 1: The Space Between > PLAY so-mi
	Grade K > Section 2 > Unit 5 > Lesson 2: A Beat of Silence > MUSIC SKILL Play
	Grade K > Section 2 > Unit 6 > Lesson 1: Same and Different > MOVEMENT Jig Jog, Jig Jog
	Grade K > Section 2 > Unit 6 > Lesson 2: Low, High, and Higher! > PLAY Bordun on D and A
	Grade K > Section 3 > Unit 1 > Lesson 5: Propel, Propel, Propel > MOVE Choreography
	Grade K > Section 3 > Unit 2 > Lesson 2: Worms > LISTEN Melodic Direction
	Grade K > Section 3 > Unit 2 > Lesson 2: Worms > PLAY Unpitched Instruments
	Grade K > Section 3 > Unit 2 > Lesson 5: Little Ducky Duddle > PLAY Rhythm Pattern
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > PLAY Four Beats Pattern
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > MUSIC SKILLS Playalong
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > PLAY Rhythm Patterns
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > MUSIC SKILLS Play
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > PLAY North Winds Blow
	Grade K > Section 4 > Unit 2 > Lesson 2: Halloween > PLAY Jack-o'-Lantern
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > PLAY Upward Sounds
	Grade K > Section 4 > Unit 3 > Lesson 2: Hanukkah > PLAY Hanukkah Is Here
	Grade K > Section 4 > Unit 3 > Lesson 2: Hanukkah > PLAY On This Night
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > PLAY Mama, Bake the Johnnycake
	Grade K > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PLAY Kwanzaa Time
	Grade K > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr., Day > PLAY Triangle
	Grade K > Section 4 > Unit 3 > Lesson 7: Chinese New Year > PLAY With the Beat
	Grade K > Section 4 > Unit 3 > Lesson 8: President's Day > PLAY With the Beat
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > PLAY Responding to Cues
	Grade K > Section 4 > Unit 4 > Lesson 2: Easter > MOVE Locomotor Movement
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > PLAY Strong Beat
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > PLAY Me I Am!
MU.Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > MUSIC SKILLS Choreography
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > SING If You're Happy
	Grade K > Section ITS > Unit 1 > Lesson 3: Spotlight on Fun > MOVEMENT Non-locomotor Movement
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > MOVEMENT Finger Play
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > LISTEN Eency Weency Spider
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > SING Eency Weency Spider
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeñita araña > SING La pequeñita araña

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > LISTEN All Work Together
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > PLAY Unpitched Percussion Instruments
	Grade K > Section 1 > Unit 1 > Opener: Music Moves Me > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LISTEN Poem
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > MOVE Time to Sing
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LISTEN Tutira Mai Nga Iwi
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > SING I Know an Old Lady
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > REACHING ALL LEARNERS Gifted and Talented
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > MOVE At Different Tempos
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > IDENTIFY Voices Used to Read a Poem
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > SING I Got Shoes
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > LISTEN My Thumbs Are Starting to Wiggle
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > INTRODUCTION
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > LINKS Theater
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > DESCRIBE Tempo Changes
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > MOVEMENT Signing Good Day Song
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > LINKS Theater
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > LINKS Science
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > LISTEN Mayflies Poem
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > MOVE Matching Tone Color
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > MOVEMENT Signing Doing the Weekly Walk
	Grade K > Section 1 > Unit 3 > Lesson 2: Lower and Higher > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > MOVEMENT Musical Game
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > SING The Mulberry Bush
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > MUSIC SKILLS Listen
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > MOVEMENT Sailboats
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > WRAP UP
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > DESCRIBE Softer and Louder
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > LISTEN Nampaya omame
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > PLAY Softer and Louder

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > LISTEN The Ball
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > MOVEMENT Locomotor Movement
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > LISTEN Poem
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > LISTEN A Hummingbird
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > LISTEN The Little Train of the Caipira
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > LISTEN Poem
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > SING Git on Board
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > SING Three Little Kittens
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > MOVEMENT Patterned Movement
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > MOVE Dance
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > LISTEN Dance
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > LISTEN The People in Your Neighborhood
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LISTEN Shake My Sillies Out
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > LISTEN Parade
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > MOVE To Parade
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > IMPROVISE Getting Louder and Softer
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > WRAP UP
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > PLAY Rhythm of the Song
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > MOVE Gogo
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > DESCRIBE Effects of Pitch Changes
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > LISTEN Pole, Pole
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > MOVE Elephants
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > LISTEN Buffalo Prairie
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > PLAY Steady Drum Beat
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > MOVE Waltzing Cats
	Grade K > Section 2 > Unit 1 > Lesson 2: Sing Faster and Slower > MOVEMENT Finger Play: The Noble Duke of York
	Grade K > Section 2 > Unit 1 > Lesson 3: Move to the Steady Beat > MOVE Showing the Steady Beat
	Grade K > Section 2 > Unit 2 > Lesson 2: Move to the Beat > MUSIC SKILLS Play
	Grade K > Section 2 > Unit 2 > Lesson 4: Beat and Rhythm > COMPARE Beat with Rhythm
	Grade K > Section 2 > Unit 3 > Lesson 2: Trot or Gallop? > MOVEMENT Creative Movement
	Grade K > Section 2 > Unit 4 > Lesson 2: Softer and Louder > SING Jack-in-the-Box

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 2 > Unit 4 > Lesson 2: Softer and Louder > PLAY Tambourine with Dynamics
	Grade K > Section 2 > Unit 4 > Lesson 2: Softer and Louder > MOVEMENT Jack-in-the-Box
	Grade K > Section 2 > Unit 4 > Lesson 3: Soft and Loud > MOVEMENT Game
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > MUSIC SKILLS Listen
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > MOVE Showing Sound and Rests
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > MOVE With the Steady Beat
	Grade K > Section 3 > Unit 1 > Lesson 4: Row, Row, Row > MOVE With the Steady Beat
	Grade K > Section 3 > Unit 2 > Lesson 6: The Garden Hoedown > MOVE Choreography
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > PLAY Rhythm Patterns for Story
	Grade K > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN Fall Music
	Grade K > Section 4 > Unit 3 > Lesson 2: Hanukkah > MOVEMENT Hanukkah Is Here
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > SING O Tannenbaum!
	Grade K > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LISTEN Tone Color
	Grade K > Section 4 > Unit 3 > Lesson 7: Chinese New Year > LISTEN Shi wu (Lion Dance)
	Grade K > Section 4 > Unit 3 > Lesson 9: Valentine's Day > SING I Made a Valentine
	Grade K > Section 4 > Unit 3 > Lesson 9: Valentine's Day > MOVE With the Strong Beat
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > LISTEN Too-ra-loo-ra-loo-ral
	Grade K > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > MOVE With the Steady Beat
	Grade K > Section 4 > Unit 4 > Lesson 2: Easter > LISTEN Peter Cottontail
	Grade K > Section 4 > Unit 4 > Lesson 2: Easter > MOVE Hungarian Rhapsody in G minor
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > PLAY Strong Beat
	Grade K > Section 4 > Unit 5 > Lesson 2: Powwow > MOVE Seneca Stomp Dance
MU.Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.	
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeña araña > WRAP UP
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > LINKS Reading
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > IMPROVISE Instrument Game
	Grade K > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > MOVE Like a Favorite Animal
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > LINKS Science
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > LISTEN Harpsichord
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > WRAP UP
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > MOVEMENT Patterned Movement
	Grade K > Section 1 > Unit 3 > Lesson 3: More With Lower and Higher > MOVE As a Group (Ship and Tugboats)
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > PROGRESS CHECKPOINT

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > MUSIC SKILLS Improvise
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > MOVE Dramatizing Songs
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > MOVEMENT The Moon Mirrored in a Pool
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > MOVE Non-Locomotor Movement
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > MOVE Three Little Muffins
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > LISTEN Follow Me
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > LINKS Art Gallery
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > LINKS Theater
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > LISTEN Mi-a-ou
	Grade K > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > MOVEMENT Popping Corn
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > INTRODUCTION
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > PORTFOLIO Creative Unit Project
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > DESCRIBE Pictures
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LISTEN Radetzky March
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > MOVE Brother, Come and Dance with Me
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > LINKS Art/Theater
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > MOVE Gogo
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > ANALYZE So Long, Farewell
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 1 > Unit 6 > Opener: Animals! Animals! Animals! > LISTEN Poem
	Grade K > Section 1 > Unit 6 > Opener: Animals! Animals! Animals! > MOVE Animales
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > LISTEN Higher and Lower Sounds
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > LISTEN Kangaroos
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > LISTEN Tame Bear
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > LISTEN The Bear Went Over the Mountain
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > MOVE Following a Rhythm
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > MOVE Tengo, tengo, tengo
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > MOVE As a Prairie Dog
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > LISTEN Waltzing Cat
	Grade K > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade K > Section 2 > Unit 1 > Lesson 2: Sing Faster and Slower > ANALYZE Different Tempos
	Grade K > Section 2 > Unit 2 > Lesson 3: Higher and Lower Pitches > MOVE Finger Play

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 2 > Unit 2 > Lesson 3: Higher and Lower Pitches > MOVEMENT Game
	Grade K > Section 2 > Unit 4 > Lesson 2: Softer and Louder > MOVEMENT Creative Movement
	Grade K > Section 2 > Unit 4 > Lesson 3: Soft and Loud > LISTEN Grizzly Bear
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > SING Here is the Beehive
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > COMPARE Melodies
	Grade K > Section 2 > Unit 6 > Lesson 2: Low, High, and Higher! > MUSIC SKILL Create
	Grade K > Section 3 > Unit 1 > Lesson 6: Go, Go, Go > PERFORMANCE SUGGESTIONS
	Grade K > Section 3 > Unit 2 > Lesson 6: The Garden Hoedown > LISTEN The Garden Hoedown
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > LISTEN Fable
	Grade K > Section 3 > Unit 3 > Lesson 2: The Fox, the Hen, and the Drum > PLAY Pattern on Pitched Instruments
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > MOVE Representing the Story
	Grade K > Section 3 > Unit 3 > Lesson 3: Friends at Circle Lake > MOVEMENT Creative Movement
	Grade K > Section 4 > Unit 2 > Lesson 2: Halloween > MOVE The Thing
	Grade K > Section 4 > Unit 2 > Lesson 3: Thanksgiving > SING Five Fat Turkeys
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINKS Theater
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Must Be Santa
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > MOVE O Tannenbaum!
	Grade K > Section 4 > Unit 3 > Lesson 7: Chinese New Year > MOVE Colorful Dragon Boat
	Grade K > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > MOVE Acting out the Song
	Grade K > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > MOVEMENT Y ahora vamos a cantar
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > SING Mister Sun
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > HISTORY AND CULTURE Birthday Songs
MU.Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr3.2.Ka; MU.Pr4.1.Ka; MU.Pr4.1.Ka)	
	Grade K > Section ITS > Unit 1 > Lesson 1: Hello Everybody! > LISTEN Hello Song
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > HISTORY AND CULTURE You're a Grand Old Flag
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > HISTORY AND CULTURE Tutira Mai Nga Iwi
	Grade K > Section 1 > Unit 1 > Lesson 2: Faster and Slower > HISTORY AND CULTURE Virgil Thomson
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > HISTORY AND CULTURE Alan Mills
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > HISTORY AND CULTURE Sweet Honey in the Rock
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > TEACHER TO TEACHER Playing Instruments
	Grade K > Section 1 > Unit 2 > Lesson 1: Higher and Lower > HISTORY AND CULTURE Sir Edward Elgar
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > HISTORY AND CULTURE Harold Arlen
	Grade K > Section 1 > Unit 2 > Lesson 5: Listen for Higher and Lower > LINKS Art

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > INTRODUCTION
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > IDENTIFY Rhyming Words
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > PROGRESS CHECKPOINT
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > LISTEN Echo Song
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > HISTORY AND CULTURE Orlando di Lasso
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > HISTORY AND CULTURE Walter de la Mare
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > HISTORY AND CULTURE Juhtgarak
	Grade K > Section 1 > Unit 3 > Lesson 6: Same and Different Sections > HISTORY AND CULTURE Antonín Dvořák
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > LINKS Language Arts
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > LISTEN Children's March
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > LISTEN The Moon Mirrored in a Pool
	Grade K > Section 1 > Unit 3 > Lesson 8: Expressive Tone Color > HISTORY AND CULTURE Hua Yanjun
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > MOVEMENT Finger Play Game: Three Little Muffins
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > LISTEN Poem
	Grade K > Section 1 > Unit 4 > Lesson 3: One and Two Sounds to a Playground Beat > HISTORY AND CULTURE Children's Games
	Grade K > Section 1 > Unit 4 > Lesson 4: Using Softer and Louder in the City > HISTORY AND CULTURE Woody Guthrie
	Grade K > Section 1 > Unit 4 > Lesson 5: One and Two Sounds to a Beat in Nature > MOVE To Music
	Grade K > Section 1 > Unit 4 > Lesson 6: Listening for Softer and Louder > HISTORY AND CULTURE Heitor Villa-Lobos
	Grade K > Section 1 > Unit 4 > Lesson 7: Same and Different at the Pet Shop > HISTORY AND CULTURE Gabriel Fauré
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > HISTORY AND CULTURE Paul McCartney
	Grade K > Section 1 > Unit 5 > Opener: The Sounds Around Us > HISTORY AND CULTURE Eleanor Farjeon
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > HISTORY AND CULTURE Dmitri Shostakovich
	Grade K > Section 1 > Unit 5 > Lesson 4: Instrumental and Environmental Sounds > LINKS Reading
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > LINKS Language Arts
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > HISTORY AND CULTURE Wolfgang Amadeus Mozart
	Grade K > Section 1 > Unit 5 > Lesson 5: Same and Different Sections > HISTORY AND CULTURE Johann Strauss, Sr.
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > HISTORY AND CULTURE Opera
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > HISTORY AND CULTURE Jacques Offenbach
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > HISTORY AND CULTURE Engelbert Humperdinck
	Grade K > Section 1 > Unit 5 > Lesson 6: Musical Styles: Opera > ANALYZE Opera and Play
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > HISTORY AND CULTURE Jacques Ibert
	Grade K > Section 1 > Unit 5 > Lesson 8: Rhythm Party > LINKS Theater
	Grade K > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > THINK!

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > HISTORY AND CULTURE Camille Saint-Saëns
	Grade K > Section 1 > Unit 6 > Lesson 1: Low, High, and Higher > HISTORY AND CULTURE The Carnival of the Animals
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 6 > Lesson 4: Beats of Silence on the Farm > HISTORY AND CULTURE Robert Schumann
	Grade K > Section 1 > Unit 6 > Lesson 6: Rhythms on Safari! > HISTORY AND CULTURE Ella Jenkins
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > HISTORY AND CULTURE Prairie Dog Song
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > HISTORY AND CULTURE Hakuna Matata
	Grade K > Section 1 > Unit 6 > Lesson 8: Animals—and Imagination! > HISTORY AND CULTURE Leroy Anderson
	Grade K > Section 2 > Unit 1 > Lesson 3: Move to the Steady Beat > LISTEN Symphony No. 8, Second Movement
	Grade K > Section 2 > Unit 5 > Lesson 3: Listening for Beat of Silence > HISTORY AND CULTURE Nicolai Rimsky-Korsakov
	Grade K > Section 3 > Unit 1 > Lesson 2: Let's Think of Something to Do > MEET THE MUSICIAN Mister Rogers
	Grade K > Section 3 > Unit 1 > Lesson 7: Peace and Quiet > LINKS ART
	Grade K > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE Jane Wooster Scott
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > HISTORY AND CULTURE Konstantin Rodko
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > HISTORY AND CULTURE Piotr Ilych Tchaikovsky
	Grade K > Section 4 > Unit 3 > Lesson 3: Christmas > HISTORY AND CULTURE Victor Herbert
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > HISTORY AND CULTURE Claude Debussy
	Grade K > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > HISTORY AND CULTURE Jose-Luis Orozco
	Grade K > Section 4 > Unit 5 > Lesson 2: Powwow > LINKS Social Studies
	Grade K > Section 4 > Unit 5 > Lesson 3: Birthday > HISTORY AND CULTURE Jack Prelutsky
MU.Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Pr4.2.Ka; MU.Re7.2.Ka; MU.Re9.1.Ka)	
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > ANALYZE Opening Text
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > REACHING ALL LEARNERS English Language Learners
	Grade K > Section ITS > Unit 1 > Lesson 2: Spotlight on America > LINKS Reading
	Grade K > Section ITS > Unit 1 > Lesson 4: Eency Weency Spider/La pequeña araña > LINKS Science
	Grade K > Section 1 > Unit 1 > Lesson 1: Move to the Beat > LINKS Reading
	Grade K > Section 1 > Unit 1 > Lesson 3: Ways to Move > LINKS ART
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > LINKS Reading
	Grade K > Section 1 > Unit 1 > Lesson 4: More With Slower and Faster > LINKS Language Arts
	Grade K > Section 1 > Unit 1 > Lesson 5: Our Five Voices > LINKS Creative Art Project
	Grade K > Section 1 > Unit 1 > Lesson 6: Sounds, Colors, Shapes > LINKS Mathematics
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > HISTORY AND CULTURE Toodala
	Grade K > Section 1 > Unit 1 > Lesson 7: Walk, Gallop, Skip > LINKS Physical Education

Kindergarten Music Alignment NCAS Correlation

Standard	Course Location
	Grade K > Section 1 > Unit 1 > Lesson 8: Slower and Faster > LINKS Language Arts
	Grade K > Section 1 > Unit 2 > Opener: Music Helps Me Learn > LISTEN The Best That I Can Be!
	Grade K > Section 1 > Unit 2 > Lesson 2: Rhythm and Beat > LINKS Language Arts
	Grade K > Section 1 > Unit 2 > Lesson 3: Identify the Highest Pitch > HISTORY AND CULTURE Over the Rainbow
	Grade K > Section 1 > Unit 2 > Lesson 4: Hunt for Rhythms > LINKS Reading
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > LINKS Mathematics
	Grade K > Section 1 > Unit 2 > Lesson 6: Counting Dinosaurs! > LISTEN Dinosaurs Dancing
	Grade K > Section 1 > Unit 2 > Lesson 7: Voices and Instruments > MOVEMENT Creative Movement
	Grade K > Section 1 > Unit 2 > Lesson 8: Days of the Week in Rhythm > LINKS Mathematics/Language Arts
	Grade K > Section 1 > Unit 3 > Lesson 1: Walk, Jog, or Gallop > HISTORY AND CULTURE Mother Goose
	Grade K > Section 1 > Unit 3 > Lesson 4: Jogging and Skipping > LINKS Social Studies
	Grade K > Section 1 > Unit 3 > Lesson 5: Same and Different Tone Color > LINKS Science
	Grade K > Section 1 > Unit 3 > Lesson 7: Move to the Beat > LINKS Mathematics
	Grade K > Section 1 > Unit 4 > Lesson 1: Neighborhood Rhythms > DESCRIBE Pictures
	Grade K > Section 1 > Unit 4 > Lesson 2: Softer and Louder at the Bakery > LINKS Mathematics
	Grade K > Section 1 > Unit 4 > Lesson 8: Feeling the Strong Beat at Home > LINKS Mathematics
	Grade K > Section 1 > Unit 5 > Lesson 1: Beats of Silence > HISTORY AND CULTURE Mary Poppins
	Grade K > Section 1 > Unit 5 > Lesson 3: Rhythm in Our Feet! > LINKS Art Gallery
	Grade K > Section 1 > Unit 5 > Lesson 7: Softer and Louder: Parade Music > LINKS Science
	Grade K > Section 1 > Unit 6 > Lesson 3: Low, High, and Higher With Bears! > LINKS Language Arts
	Grade K > Section 1 > Unit 6 > Lesson 5: More Farm Rhythms > LINKS Art
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > LINKS Art Gallery
	Grade K > Section 1 > Unit 6 > Lesson 7: Sounds of the Prairie > HISTORY AND CULTURE Buffalo Prairie
	Grade K > Section 2 > Unit 1 > Lesson 3: Move to the Steady Beat > HISTORY AND CULTURE The Metronome
	Grade K > Section 2 > Unit 3 > Lesson 3: Differences in Meter > COMPARE Ways of Reading a Poem
	Grade K > Section 2 > Unit 5 > Lesson 2: A Beat of Silence > ANALYZE Order of Numbers in the Song
	Grade K > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINKS Art Gallery
	Grade K > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE America
	Grade K > Section 4 > Unit 2 > Lesson 3: Thanksgiving > LINKS Math
	Grade K > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > DESCRIBE Sections
	Grade K > Section 4 > Unit 3 > Lesson 2: Hanukkah > LISTEN On This Night
	Grade K > Section 4 > Unit 3 > Lesson 5: Kwanzaa > HISTORY AND CULTURE Kwanzaa's Seven Principles
	Grade K > Section 4 > Unit 3 > Lesson 8: President's Day > LINKS Social Studies
	Grade K > Section 4 > Unit 3 > Lesson 8: President's Day > LINKS Social Studies
	Grade K > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > DESCRIBE Art
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > DESCRIBE Colors Used in Art

**Kindergarten Music Alignment
NCAS Correlation**

Standard	Course Location
	Grade K > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LINKS Social Studies
	Grade K > Section 4 > Unit 5 > Lesson 2: Powwow > HISTORY AND CULTURE Powwows

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > LESSON OVERVIEW
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > MOVE Hey Children, Who's in Town?
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > LISTEN / PAT Steady Beat with Miss Mary Mack
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > SING Miss Mary Mack
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > LESSON OVERVIEW
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > LISTEN Upward and Downward in Bonjour, mes amis
	Grade 1 > Section 1 > Unit 1 > Lesson 4: Melodic Shapes > Lesson 4: Melodic Shapes
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > LISTEN / SING Sing After Me
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > SING Echo Patterns
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > MOVE A Sailor Went to Sea, Sea, Sea
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > CREATE Body Percussion Pattern
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > CREATE Melodic Contour Pictures
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > SING / MOVE Library Song
	Grade 1 > Section 1 > Unit 2 > Opener: All About You and Me > LISTEN Down by the Bay
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > MOVE Down by the Bay, My Mama's Calling Me
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > SING My Mama's Calling Me
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > SING Six Little Ducks
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > IDENTIFY Long and Short Sounds
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > Lesson 7: Call-and-Response Form
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MUSIC SKILLS Listen and Play
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > SING John the Rabbit and Charlie Over the Ocean
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > IDENTIFY Call and Response
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > ANALYZE / IDENTIFY Tshotsholoza / Shoo, Turkey
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MOVE Shoo, Turkey Game
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > SING Higher and Lower in Familiar Songs
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > IDENTIFY Higher, Lower in Over in the Meadow
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > PLAY Classroom Instruments
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > ANALYZE Rhythm
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > PERFORM I Wanna Be a Friend of Yours
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > LISTEN I Wanna Be a Friend of Yours
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > PAT Steady Beat with a Speech Piece
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > MOVE Matching Patterns with Words
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > READ / SING Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > ANALYZE Eighths and Quarters in Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > INTRODUCTION

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > PERFORM Rhythm Patterns
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > SING One, Two, Three, Four
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > LISTEN / PERFORM Bear Hunt Story
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > SING Tinker, Tailor
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > INTRODUCTION
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > DESCRIBE / CREATE Characters with Voice and Rhythm Pattern
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > SING The Green Grass Grew All Around
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > IDENTIFY / SING Forte and Piano
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > SING Echo-sing
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > CREATE / SING Verses for I Like Spinach
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > IDENTIFY Pitch Higher Than So
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > READ Quarter Rests in Little Black Bug
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > IDENTIFY Groups with Two Beats
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > MOVE Pat Rhythm Pattern with Sittin' Down to Eat
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > PLAY Wake Me, Shake Me
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > CREATE Word Rhythms
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN / SING Hello There!
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN / SING Echo Call and Response with Jambo
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > SING All Night, All Day
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > SING This Little Light of Mine
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > LISTEN / SING Seesaw
	Grade 1 > Section 2 > Unit 3 > Lesson 2: Time for Rhythm > ANALYZE Poem
	Grade 1 > Section 2 > Unit 5 > Lesson 7: Fun with Pitches > READ Mi-la Leap in Star Light, Star Bright
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > SING Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 2 > Lesson 3: Animal Song > SING Echo Phrases of Animal Song
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > READ Chickery Chick Word Rhythms
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > SING No One Like You
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > LISTEN Pat Pat Patty Pat
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > ANALYZE Phrases and Melodic Direction
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > SING Piñón, pirulín

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > SING Dance Myself to Sleep
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN I Love My Country
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > READ Autumn Leaves
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN / SING Autumn Leaves Are Falling
	Grade 1 > Section 4 > Unit 2 > Lesson 3: Hispanic Heritage Month > LISTEN Diana
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN Song Halloween
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > LISTEN Pumpkin Song
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Jingle Bells
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > SING Here We Come A-Wassailing
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Rudolph, the Red-Nosed Reindeer
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LISTEN Soup, Soup!
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > SING Martin Luther King
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > IDENTIFY / LABEL Repetition in Everybody Oughta Know
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > SING Everybody Oughta Know
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > LISTEN Viva Valentine!
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > SING Tako No Uta
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > ANALYZE / SING AB Form in My Mom
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LISTEN Poem Home from the Beach
MU.Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > PERFORM Miss Mary Mack Hand Patterns
	Grade 1 > Section 1 > Unit 1 > Lesson 4: Melodic Shapes > SING Sleep, Bonnie Bairnie
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > ANALYZE / IDENTIFY Tshotsholoza / Shoo, Turkey
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > MUSIC SKILLS Conduct
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > DESCRIBE / PLAY Found Sounds
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > IDENTIFY Unpitched Percussion Families
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > DESCRIBE Rhythm and Steady Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > MUSIC SKILLS Notation
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > PLAY B Section with Kaeru no Uta
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > PLAY ABA Form with Kaeru no Uta
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > PORTFOLIO Creative Unit Project

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > MUSIC SKILLS Pitch Syllables
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > MOVE Beats in Sets of Three: Strong, Weak, Weak
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > IDENTIFY Groups with Two Beats
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > CREATE Two-beat Movements
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > PLAY There's a Hole in the Middle of the Sea
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > PLAY Pitch Pattern
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > IDENTIFY / MOVE The Elephant
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > IMPROVISE Upward and Downward with Night Comes
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > PLAY Improvise with O Wind
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > LISTEN Long and Short Sounds in Sleight of Feet
	Grade 1 > Section 2 > Unit 3 > Lesson 2: Time for Rhythm > READ Mountain King Rhythms
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > CREATE New Verses for Clap Your Hands
	Grade 1 > Section 2 > Unit 4 > Lesson 4: Use What You Know > LISTEN String Quartet in C, Op. 33, The Bird, Fourth Movement
	Grade 1 > Section 2 > Unit 5 > Lesson 5: Practice with Quarter Rest > LISTEN Pantomime
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > IMPROVISE Three-Tone Interludes
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > LINK Language Arts
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > PROGRESS CHECKPOINT
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > PLAY Melodic Patterns with Piñón, pirulín
MU.Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	Grade 1 > Section ITS > Unit 1 > Lesson 2: Share the Spotlight > SING Step into the Spotlight
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > ANALYZE Longer/Shorter in Duérmete mi niño
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > ANALYZE Voice Type Used
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > ANALYZE / IDENTIFY Tshotsholozá / Shoo, Turkey
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > INTRODUCTION
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > LISTEN Recall Story of Speech Piece
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > DESCRIBE / PLAY Found Sounds
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > INTRODUCTION
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > LINKS Mathematics and Language Arts
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > HISTORY AND CULTURE Partners in Music
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > LINKS Art

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 4 > Opener: Hear and See > SING / MOVE Phrases of Seeds
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > WRAP UP
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > SING Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > DESCRIBE / CREATE Characters with Voice and Rhythm Pattern
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > WRAP UP
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > MUSIC SKILLS Sing
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > CREATE Patterns with So Mi La
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > MUSIC SKILLS Compose
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > CREATE Rhythm Pattern
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > SING / MOVE Little Robin Red Breast
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > DESCRIBE Types of Voices Heard in Recording
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > MUSIC SKILLS Improvise
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > COMPOSE Pattern with Higher and Lower Sounds
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > DESCRIBE/MOVE Poem My Feet
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > LINK Language Arts
	Grade 1 > Section 3 > Unit 3 > Lesson 1: If All the World Were Paper > CREATE Patterns and Movement with Song
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > LISTEN Sesame Street
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > MOVE Sesame Street
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > MOVE No One Like You
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > MOVEMENT Adding Verses
	Grade 1 > Section 3 > Unit 4 > Lesson 7: Uga Uga Uga > MOVEMENT Creative Dance
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > INTRODUCTION Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > MOVE Music Patterns with The Rabbit in the Moon
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > PERFORM The Rabbit in the Moon
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > SING / PLAY Autumn Leaves
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN / MOVE Funeral March of a Marionette
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LINKS Language Arts
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > CREATE / PERFORM Sounds for Poem Ice
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING A Time for Love

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > IDENTIFY / LABEL Repetition in Everybody Oughta Know
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > LISTEN Everybody Oughta Know
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LISTEN Summertime
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > MOVE / CREATE Sounds for Home from the Beach
MU.Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	Grade 1 > Section 1 > Unit 1 > Lesson 4: Melodic Shapes > MUSIC SKILLS Create, Improvise
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > READ Body Percussion Patterns with Pictures
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > CREATE Melodic Contour Pictures
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > REACHING ALL LEARNERS English Language Learners
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > LISTEN / DESCRIBE Long and Short Sounds in Mos', Mos'!
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > ANALYZE Longer/Shorter in Duérmete mi niño
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > LISTEN Higher and Lower in Six Little Ducks
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > READ Visual Representations, Long and Short Sounds
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > IDENTIFY Rhythm of the Words
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > IDENTIFY One and Two Sounds to a Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > READ Rhythm Patterns
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > READ One, Two Sounds per Beat in Granny
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > NOTATE Rhythm of Granny
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > LISTEN / MOVE Poem and Song About Frogs
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > CREATE Rhythm Patterns
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > PLAY ABA Form with Kaeru no Uta
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > IDENTIFY Steps, Skips, and Leaps
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > IDENTIFY / READ Staff, Lines, Spaces, Noteheads
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > CREATE Melody with So and Mi
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > MUSIC SKILLS Pitch Syllables
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > LINKS Language Arts
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > CREATE Rhythm Patterns
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > MUSIC SKILLS Notate
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > MUSIC SKILLS Rhythm

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > CREATE Rhythm Pattern
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > CREATE Melody with Mi, So, and La
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > NOTATE Mi So La Melodies on Staff Paper
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > MUSIC SKILLS Create
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > CREATE Word Rhythms
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > CREATE New Verses for Two, Four, Six Eight
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > NOTATE Rhythm Patterns with Quarters and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 4 > Lesson 3: Find So and Mi > MUSIC SKILLS Create
	Grade 1 > Section 2 > Unit 5 > Lesson 6: A Mi-So-La Melody > IMPROVISE Mi-So-La Melodies
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > READ Rhythms in Rain, Rain, Go Away
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > MUSIC SKILLS Notate and Create
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > DESCRIBE/MOVE Poem My Feet
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > MUSIC SKILLS MIDI
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > MOVEMENT Adding Verses
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > LINK Art
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > CREATE / PLAY Melodic Pattern for Man in the Moon
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > CREATE / PLAY Melodic Pattern for Beetle
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > MUSIC SKILLS Improvise
	Grade 1 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > CREATE / PLAY Rhythm Pattern for Young George
MU.Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > DESCRIBE Sounds in American Scenes
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > READ Body Percussion Patterns with Pictures
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MUSIC SKILLS Play Steady and Unsteady Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > READ One and Two Sounds to a Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > WRAP UP
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > WRAP UP

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > MUSIC SKILLS Analyze
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > CREATE Old King Glory Patterns
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > WRAP UP
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > MOVE The Wind Blew East Game
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > COMPARE Seesaws and Wagons
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > NOTATE Rhythm Patterns with Quarters and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 5 > Lesson 6: A Mi-So-La Melody > IMPROVISE Mi-So-La Melodies
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > MOVE Pantomime with Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 3 > Lesson 1: If All the World Were Paper > CREATE Patterns and Movement with Song
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > MOVE Sesame Street
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > LISTEN No One Like You
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > PLAY Melodic Patterns with Piñón, pirulín
	Grade 1 > Section 3 > Unit 4 > Lesson 7: Uga Uga Uga > IDENTIFY Similar and Different Phrases
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > INTRODUCTION Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > LISTEN Rabbit and the Moon Ascending Pattern
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > MOVE Music Patterns with The Rabbit in the Moon
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN / PERFORM Poem Clouds
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > MOVE / CREATE Sounds for Home from the Beach
MU.Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > TEACHER TO TEACHER Teaching Tip
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > CREATE Upward and Downward Sounds
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > MUSIC SKILLS Create
	Grade 1 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > PLAY Expressions with Composed Melody
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > PORTFOLIO Creative Unit Project

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > MUSIC SKILLS Create
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > MUSIC SKILLS Improve
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > MOVE The Wind Blew East Game
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Poem
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > COMPOSE Pattern with Higher and Lower Sounds
	Grade 1 > Section 2 > Unit 3 > Lesson 2: Time for Rhythm > ANALYZE Poem
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > CREATE New Verses for Two, Four, Six Eight
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > MOVE Pantomime with Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > LINK Language Arts
	Grade 1 > Section 3 > Unit 4 > Lesson 7: Uga Uga Uga > MOVEMENT Creative Dance
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > INTRODUCTION Just Move!
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > MUSIC SKILLS Improve
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > CREATE / PERFORM Sounds for Poem Ice
MU.Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	Grade 1 > Section 1 > Unit 1 > Opener: Say Hello with a Song > LISTEN Gilly, Gilly, Gilly Good Morning
	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > LISTEN / IDENTIFY Tone Color in March
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > IDENTIFY High and Low Sounds Around Us
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > IDENTIFY Orchestral Instrument Families
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > ANALYZE High and Low Instruments
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > LESSON OVERVIEW
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > PERFORM Brush Your Teeth (Speech Piece)
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > DESCRIBE Speaking Parts
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > SING Sara Watashi
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > HISTORY AND CULTURE Japanese Music
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > LISTEN Shí Naashá and Marilyn Help Hood Interview
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > IMPROVISE Voice Types
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > SING John the Rabbit and Charlie Over the Ocean
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > INTRODUCTION

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > LISTEN Here Comes the Band
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > PAT Steady Beat with a Speech Piece
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > IDENTIFY Unpitched Percussion Families
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > HISTORY AND CULTURE Unpitched Instruments
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > LISTEN / SING Instruments in Zui Zui Zukkorbashi
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > ANALYZE Eighths and Quarters in Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > SING Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > IDENTIFY Andante and Allegro
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > LISTEN/MOVE Show Sections in Gavotte
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > PLAY El florón
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 4 > Opener: Hear and See > COMPARE Vocal and Instrumental Versions of Seeds
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > INTRODUCTION
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > MOVE Show Sections in Andante
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > READ / LISTEN Come Back, My Little Chicks
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > INTRODUCTION
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > LISTEN Instrumental Tone Color in Una adivinanza
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > IDENTIFY Characters by Instrument Tone Color
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > LISTEN Peter and the Wolf
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > COMPARE Orff and Gamelan Instruments
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 1 > Section 1 > Unit 5 > Opener: We Are a Community > ANALYZE Lyrics of We All Sing With the Same Voice
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > LISTEN / MOVE Walking the Dog
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > MOVE Mi-So-La Movements, Voice Types
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > LISTEN One Little Elephant
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > WRAP UP
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > LISTEN Instrument Families
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > COMPARE Folk and Orchestral Instruments
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > LISTEN Steady Beat in Diou Shou Juan'er

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > ANALYZE Identify Instruments and Meaning in A be ce
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > SING Punchinella
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > CREATE Old King Glory Patterns
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > SING Peanut Butter
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > DESCRIBE Types of Voices Heard in Recording
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > DESCRIBE Patterns
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > PROGRESS CHECKPOINT
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN / SING Echo Call and Response with Jambo
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > MUSIC SKILLS Listen
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > IDENTIFY Same and Different Phrases
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > MUSIC SKILLS Analyze Melody and Form in Tuileries
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > COMPARE Faster or Slower with Galop
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > MUSIC SKILLS Listen, Analyze Galop
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > IDENTIFY Same/Different Phrases
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > COMPARE Two Sections in Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > LISTEN Style and Instruments
	Grade 1 > Section 3 > Unit 3 > Lesson 1: If All the World Were Paper > LISTEN If All the World Were Paper
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > DESCRIBE Quarter Rest and Melodic Direction
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > LISTEN Hakyo Jong
	Grade 1 > Section 3 > Unit 3 > Lesson 6: Naranja dulce > SING Naranja dulce
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > LINK Art
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > LISTEN This Old Man
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > IDENTIFY Accelerando and Instruments
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > MOVE Dance Myself to Sleep
	Grade 1 > Section 4 > Unit 2 > Lesson 3: Hispanic Heritage Month > LISTEN El vaquerito
	Grade 1 > Section 4 > Unit 2 > Lesson 3: Hispanic Heritage Month > DESCRIBE Instruments in El vaquerito
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN / MOVE Funeral March of a Marionette
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > DESCRIBE Same and Different Phrases
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > MUSIC SKILLS Listen
	Grade 1 > Section 4 > Unit 3 > Lesson 4: Las Posadas > LISTEN La colación
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > IDENTIFY / LABEL Repetition in Everybody Oughta Know
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > LISTEN Everybody Oughta Know
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > DESCRIBE My Valentine
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > DESCRIBE Tako No Uta
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > DESCRIBE Hop! Chirp! Moo! Oh, Happy Springtime Day!
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > DESCRIBE My Mom

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LISTEN Summertime
	Grade 1 > Section 1 > Unit 1 > Opener: Say Hello with a Song > LISTEN Gilly, Gilly, Gilly Good Morning
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > MOVE Gilly, Gilly, Gilly Good Morning
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > MOVE Willum
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > MUSIC SKILLS Improvise
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > INTRODUCTION
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > LISTEN Library Song
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > ANALYZE Melodic Direction in Ushkana
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > MOVE Down by the Bay, My Mama's Calling Me
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > MOVEMENT My Mama's Calling Me
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > ANALYZE / SING / MOVE High, Low, Forte, Piano with Hoo, Hoo!
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > MOVE My Mama's Calling Me
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > LISTEN Longer and Shorter in Brinca la tablita
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > SING Brinca la tablita
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > LISTEN Shí Naashá and Marilyn Help Hood Interview
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > IDENTIFY Same and Different Phrases in John the Rabbit
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MOVE Shoo, Turkey Game
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > SING Higher and Lower in Familiar Songs
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > LISTEN
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MOVE Chase the Squirrel
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > IDENTIFY Rhythm of the Words
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > IDENTIFY One and Two Sounds to a Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MOVE Jump, Jim Joe
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > MOVEMENT Zui Zui Zukkorbashi Game
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > READ Rhythm Patterns
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > LISTEN Skip to My Lou
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > READ Eighths and Quarters in Skip to My Lou
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > LISTEN El juego chirimbolo
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > ANALYZE Rhythm of Words
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > LISTEN The Bear Went Over the Mountain
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > MUSIC SKILLS Identify ABA Form

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > SING Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > SING Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > TEACHER TO TEACHER So and Mi
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > LISTEN Una adivinanza
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > PLAY Percussion Part with Rests with Kobuta
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > LISTEN / MOVE Walking the Dog
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > MOVE Mi-So-La Movements, Voice Types
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > IDENTIFY Mi, So, and La
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > SING / PLAY Naughty Kitty Cat
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > IDENTIFY Mi, So, and La
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > LISTEN Santoki (Mountain Rabbit)
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > LISTEN Chang (Elephant)
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > ANALYZE Musical Performance
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > COMPARE Speech Piece and Song
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > LISTEN ABA Form in Love Grows One by One
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > READ Little Robin Red Breast
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > ANALYZE Sections in a Song
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > ANALYZE Identify Instruments and Meaning in A be ce
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > WRAP UP
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN Steady Beat and Loud and Soft with "March"
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > SING All Night, All Day
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > IDENTIFY Upward and Downward with Cut the Cake
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > ANALYZE Steady Beat in The Wind Blew East
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > LISTEN A la rueda rueda
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > LISTEN Melodic Direction, Form in C-A-G
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > READ One and Two Sounds to a Beat with Two, Four, Six, Eight
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > CLAP / SING / IMPROVISE Quarter Notes and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 4 > Lesson 3: Find So and Mi > READ So and Mi and Quarters and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 5 > Lesson 1: Sing with La > READ So, Mi, and La

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 2 > Unit 5 > Lesson 2: Practice with La > READ So, Mi, and La in Lucy Locket
	Grade 1 > Section 2 > Unit 5 > Lesson 6: A Mi-So-La Melody > READ So, Mi, and La in Arre, mi burrito
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > READ Rhythms in Rain, Rain, Go Away
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > READ Quarters and Eighth-Note Pairs in Mizuguruma
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > READ Kari Rhythms and Pitches
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > MUSIC SKILLS Analyze
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > LISTEN Melodic Direction in Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > SING Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 3: Animal Song > LISTEN Rhyming Words in Animal Song
	Grade 1 > Section 3 > Unit 2 > Lesson 4: Pusa't daga > LISTEN Pusa't daga
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > COMPARE Two Sections in Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > LISTEN Same and Different Melodies in Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > LISTEN Style and Instruments
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > DESCRIBE Melodic Direction
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > SING Hakyo Jong
	Grade 1 > Section 3 > Unit 3 > Lesson 6: Naranja dulce > LISTEN Naranja dulce
	Grade 1 > Section 3 > Unit 3 > Lesson 6: Naranja dulce > SING Naranja dulce
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > DESCRIBE The Happiest Street in the World
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > LINK Art
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > IDENTIFY AB Form in the Song
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > PLAY / SING Rhythm in Phrases
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > LISTEN This Old Man
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > DESCRIBE Melodic Direction in This Old Man
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > SING Yo, Mamana, Yo
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > PROGRESS CHECKPOINT
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > LISTEN Pitches in Pat Pat Patty Pat
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > ANALYZE Phrases and Melodic Direction
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > LISTEN / MOVE So-La-So-Mi-Do in Piñón, pirulín
	Grade 1 > Section 3 > Unit 4 > Lesson 7: Uga Uga Uga > PLAY Rhythm with Uga, Uga, Uga
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > ANALYZE The Rabbit in the Moon
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > LISTEN Rabbit and the Moon Ascending Pattern
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > ANALYZE Why the Beetle Has a Gold Coat
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN Autumn Leaves
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > SING / PLAY Autumn Leaves
	Grade 1 > Section 4 > Unit 2 > Lesson 2: Butterfly Migration > LISTEN Butterfly, Flutter By
	Grade 1 > Section 4 > Unit 2 > Lesson 3: Hispanic Heritage Month > READ Rhythm Patterns in Diana
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN / MOVE Funeral March of a Marionette

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN Put On a Costume
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > SING/PLAY Pumpkin Song
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > LISTEN Tak for Maden
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING It's So Nice on the Ice
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN A Time for Love
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING S'vivon Sov
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > LISTEN Hanukkah Chag Yafeh
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING Hanukkah Chag Yafeh
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING Hanukkah Chag Yafeh
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > SING Jolly Old Saint Nicholas
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > MUSIC SKILLS Listen
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > PERFORM Play Sleigh Bells with Jingle Bells
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Here We Come A-Wassailing
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > SING Here We Come A-Wassailing
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Rudolph, the Red-Nosed Reindeer
	Grade 1 > Section 4 > Unit 3 > Lesson 4: Las Posadas > LISTEN El rorro
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > SING/PLAY Soup, Soup!
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > LISTEN Martin Luther King
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > PLAY Martin Luther King
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > PLAY Everybody Oughta Know
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > LISTEN Go A Tin
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > LISTEN Mail Myself to You
	Grade 1 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > SING George Washington
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LISTEN Summertime
MU.Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > PERFORM Body Percussion with March
	Grade 1 > Section 1 > Unit 2 > Opener: All About You and Me > MOVE Down by the Bay
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > IDENTIFY / SING Repeat Signs in Hoo, Hoo!
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > CREATE Pitter-Patter, Splash Patterns
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > LISTEN Longer and Shorter in Brinca la tablita
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > SING Brinca la tablita
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > NOTATE Graphic Notation
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > MOVEMENT The Name Game
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > IDENTIFY / SING Repeat Sign in Charlie Over the Ocean
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > IDENTIFY Call and Response
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MOVE Clap Rhythm vs. Steady Beat

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > ANALYZE Rhythm: One or Two Sounds to the Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PLAY Found Sounds with Marco Polo
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > DESCRIBE Shorter and Longer Sounds
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > DESCRIBE Rhythm and Steady Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > READ One and Two Sounds to a Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > MOVE Matching Patterns with Words
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > MUSIC SKILLS Rhythm
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > LISTEN Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > READ / SING Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > LISTEN Bear Dance
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > PLAY Rhythms and Steady Beat with Bear Dance
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > READ Eighths and Quarters in Skip to My Lou
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > READ One, Two Sounds per Beat in Granny
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > NOTATE Rhythm of Granny
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > LISTEN El juego chirimbolo
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > IDENTIFY / SING Fermata with Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > SING / MOVE Higher, Lower in I've a Pair of Fishes
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > SING One, Two, Three, Four
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > SING / MOVE Higher and Lower
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > SING Tinker, Tailor
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > SING Tinker, Tailor with So-Mi Hand Signs
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > LISTEN / MOVE Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > LISTEN / MOVE Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > READ Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > SING Serra, serra, serrador
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > READ / LISTEN Come Back, My Little Chicks
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > READ So and Mi in Come Back, My Little Chicks
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > CREATE Melody with So and Mi
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > PLAY / MOVE Pitched Instruments and So-Mi
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > IDENTIFY / SING / PLAY So and Mi
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > IDENTIFY Beat of Silence
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > READ No Sound to a Beat
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > MOVE Showing the Pitch Levels
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > IDENTIFY Pitch Higher Than So
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > SING Little Black Bug

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > IDENTIFY Quarter Rest in Little Black Bug
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > READ Quarter Rests in Little Black Bug
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > READ / SING Quarter Rests in Kobuta
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > IDENTIFY / SING / MOVE Mi So La Patterns
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > MOVE Mi-So-La Movements, Voice Types
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > IDENTIFY Mi, So, and La
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > SING / PLAY Naughty Kitty Cat
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > READ So, Mi, and La
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > MOVEMENT Game
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > PLAY So-La Pattern
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > WRAP UP
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > MOVE Beats in Groups of Threes
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > LISTEN / DESCRIBE Beats in Sets of Twos in Promenade
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > PLAY Sets of Twos
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > READ Rhythms in Little Black Bug and Pitty Patty Polt
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > CREATE Rhythm Patterns
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > READ Naughty Kitty Cat
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > CREATE Melodic Patterns
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > PLAY Wake Me, Shake Me
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > READ Rhythms
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > READ Little Robin Red Breast
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > MUSIC SKILLS Read
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > SING / MOVE Little Robin Red Breast
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > READ Melody of Bluebells
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > CREATE Melody with Mi, So, and La
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > READ Rhythm Patterns
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > PLAY Punchinella Patterns
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN / SING Hello There!
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN Steady Beat and Loud and Soft with "March"
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > MUSIC SKILLS Play
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > IDENTIFY Upward and Downward with Cut the Cake
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Hunt the Cows
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > IDENTIFY / SING Repeat Signs in Hunt the Cows
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > LISTEN This Little Light of Mine
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > LISTEN Melodic Direction, Form in C-A-G

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > LISTEN / SING Seesaw
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > IDENTIFY Same and Different Phrases in Seesaw
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > LISTEN The Wagon Passes
	Grade 1 > Section 2 > Unit 3 > Lesson 2: Time for Rhythm > READ Long and Short Sounds
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > READ One and Two Sounds to a Beat with Two, Four, Six, Eight
	Grade 1 > Section 2 > Unit 3 > Lesson 3: More Fun with Quarter Notes and Eighth-Note Pairs > CLAP / SING / IMPROVISE Quarter Notes and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 4 > Lesson 1: So and Mi > READ Rhythms and Melody in Seesaw
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > READ So and Mi
	Grade 1 > Section 2 > Unit 4 > Lesson 3: Find So and Mi > READ So and Mi and Quarters and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 4 > Lesson 4: Use What You Know > READ Mi and So in Here We Sit
	Grade 1 > Section 2 > Unit 5 > Lesson 1: Sing with La > READ So, Mi, and La in "Snail, Snail"
	Grade 1 > Section 2 > Unit 5 > Lesson 1: Sing with La > MOVE Snail Game
	Grade 1 > Section 2 > Unit 5 > Lesson 1: Sing with La > READ So, Mi, and La
	Grade 1 > Section 2 > Unit 5 > Lesson 2: Practice with La > READ So, Mi, and La in Lucy Locket
	Grade 1 > Section 2 > Unit 5 > Lesson 3: No Sound on a Beat > LISTEN / DESCRIBE / IDENTIFY Beats of Silence in Happiness
	Grade 1 > Section 2 > Unit 5 > Lesson 4: Quarter Rest > READ / WRITE Quarter Rest in Pease Porridge Hot
	Grade 1 > Section 2 > Unit 5 > Lesson 5: Practice with Quarter Rest > READ Quarter Rest in Acka Backa
	Grade 1 > Section 2 > Unit 5 > Lesson 5: Practice with Quarter Rest > LISTEN Pantomime
	Grade 1 > Section 2 > Unit 5 > Lesson 7: Fun with Pitches > READ Mi-la Leap in Star Light, Star Bright
	Grade 1 > Section 2 > Unit 5 > Lesson 7: Fun with Pitches > IDENTIFY Steps, Skips, and Leaps in Star Light, Star Bright
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > READ Rhythms in Rain, Rain, Go Away
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > IDENTIFY Steps, Skips, and Leaps in Rain, Rain, Go Away
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > READ Quarters and Eighth-Note Pairs in Mizuguruma
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > IDENTIFY Steps, Skips, and Leaps in Mizuguruma
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > IDENTIFY Steps, Skips, and Leaps in Looby Loo
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > READ/IDENTIFY AB Form, So, Mi, La in One, Two, Three, Four, Five
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > IDENTIFY / SING Repeat Signs in One, Two, Three, Four, Five
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > LISTEN Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > SING Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > LISTEN Melodic Direction in Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > READ Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 3: Animal Song > SING Echo Phrases of Animal Song
	Grade 1 > Section 3 > Unit 2 > Lesson 4: Pusa't daga > SING Pusa't daga
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > IDENTIFY Repeat Signs in Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > READ Chickery Chick Word Rhythms
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > LISTEN Caribbean Amphibian

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > PLAY Ostinatos
	Grade 1 > Section 3 > Unit 3 > Lesson 1: If All the World Were Paper > READ / SING If All The World Were Paper
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > SING Na Bahia Tem
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > MOVE Na Bahia Tem
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > DESCRIBE Quarter Rest and Melodic Direction
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > READ Rhythm Pattern with Syllables
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > PLAY Rhythm Pattern on Instruments
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > READ So and Mi in This Old Man
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > LISTEN Plenty Fishes in the Sea
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > LISTEN / MOVE So-La-So-Mi-Do in Piñón, pirulín
	Grade 1 > Section 3 > Unit 4 > Lesson 6: Boris, the Singing Bear > LISTEN Boris, the Singing Bear
	Grade 1 > Section 3 > Unit 4 > Lesson 7: Uga Uga Uga > IDENTIFY Similar and Different Phrases
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > IDENTIFY Rhyming Words
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > INTRODUCTION Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > PLAY Rhythm Patterns with Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > ANALYZE The Rabbit in the Moon
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > ANALYZE Why the Beetle Has a Gold Coat
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PLAY Instruments with Why the Beetle Has a Gold Coat
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > MOVE Music Patterns with Why the Beetle Has a Gold Coat
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN Autumn Leaves
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > READ Autumn Leaves
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > LISTEN / SING Autumn Leaves Are Falling
	Grade 1 > Section 4 > Unit 2 > Lesson 3: Hispanic Heritage Month > READ Rhythm Patterns in Diana
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > SING / PLAY Skin and Bones
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > SING Louder and Softer with Halloween
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING A Time for Love
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING S'vivon Sov
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > DESCRIBE Light the Candles
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > SING Jolly Old Saint Nicholas
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > SING/PLAY Soup, Soup!
	Grade 1 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > LISTEN Martin Luther King
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > LISTEN Go A Tin
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > READ Go A Tin
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > SING Go A Tin
MU.Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > IDENTIFY Categories of Sound
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > MOVE Upward with Miss Mary Mack

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 1 > Lesson 3: Steady Beat > MOVE At Different Speeds
	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > Lesson 5: Louder and Softer
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > Lesson 6: More Loud and Soft
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > PLAY Body Percussion Sounds
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > PLAY A Sailor Went to Sea, Sea, Sea
	Grade 1 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 2 > Opener: All About You and Me > PERFORMANCE Choreography Notes
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > MOVEMENT Patterned Movement
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > ANALYZE / SING / MOVE High, Low, Forte, Piano with Hoo, Hoo!
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > LISTEN / MOVE Puddle Hopping
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > MUSIC SKILLS Listen / Play
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > IMPROVISE Voice Types
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MOVEMENT Game
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > SING Higher and Lower in Familiar Songs
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > SING Over in the Meadow
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > LISTEN Tubby the Tuba
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > DESCRIBE Higher, Lower in SoundCheck: Animal Sounds
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > SING I Wanna Be a Friend of Yours
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > INTRODUCTION
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > SING El juego chirimbolo
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > SING / MOVE Higher, Lower in I've a Pair of Fishes
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > LISTEN / SING I Am Slowly Going Crazy
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > DESCRIBE Tempo Change
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > SING / MOVE Higher and Lower
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > INTRODUCTION
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > SING Come Back, My Little Chicks with Expression
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > SING So and Mi
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > LISTEN / SING Faster and Slower with Two Songs
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > DESCRIBE Expressive Elements: Tempo and Dynamics
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > IDENTIFY Mi, So, and La
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > READ Melody of Bluebells
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > CREATE Vocal Arrangement
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN Steady Beat and Loud and Soft with "March"
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > IMPROVISE Upward and Downward with Night Comes
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > PLAY Improvise with O Wind

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > MUSIC SKILLS Listen
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > LISTEN Long and Short Sounds in Sleight of Feet
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > LISTEN The Wagon Passes
	Grade 1 > Section 2 > Unit 5 > Lesson 2: Practice with La > SING Lucy Locket Dynamics and Story
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > COMPARE Faster or Slower with Galop
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > IMPROVISE Three-Tone Interludes
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LESSON OVERVIEW
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > MOVE Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > LISTEN Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 3: Animal Song > PERFORM Animal Song
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > LISTEN Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > LISTEN Same and Different Melodies in Chickery Chick
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > SING Sesame Street
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > LISTEN The Happiest Street in the World
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > DESCRIBE Melodic Direction in This Old Man
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > LISTEN So and Mi Patterns
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > LISTEN Pat Pat Patty Pat
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > IDENTIFY Accelerando and Instruments
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > SING / IDENTIFY Allegro Tempo Song
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > SING / PLAY Plenty Fishes in the Sea
	Grade 1 > Section 3 > Unit 4 > Lesson 6: Boris, the Singing Bear > LISTEN Boris, the Singing Bear
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN When the Flag Goes By
	Grade 1 > Section 4 > Unit 2 > Lesson 2: Butterfly Migration > SING Butterfly, Flutter By
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN Something Funny Outside
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > SING / PLAY Skin and Bones
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > SING Louder and Softer with Halloween
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LISTEN Oya
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PLAY Steady Beat with Oya
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > SING Viva Valentine!
	Grade 1 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > LISTEN George Washington
MU.Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > READ / SING Quaker, Quaker
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > PLAY Pattern on Pitched Instruments
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > EVALUATE Punchinella Playalong Performance
	Grade 1 > Section 2 > Unit 4 > Lesson 1: So and Mi > MUSIC SKILLS Play
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LESSON OVERVIEW
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > PERFORM Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > PERFORM Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > PERFORM Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > SING / PLAY Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > PERFORM Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > MUSIC SKILLS Sing
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > PERFORM Caribbean Amphibian
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > MOVE Sesame Street
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > SING No One Like You
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > PERFORM The Happiest Street in the World
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > PERFORM Piñón, pirulín
	Grade 1 > Section 3 > Unit 4 > Lesson 7: Uga Uga Uga > PERFORM Ostinato with Uga, Uga, Uga
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > PLAY Rhythm Patterns with Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > PLAY Music Patterns Representing Characters
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PLAY Music Patterns Representing Characters
MU.Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > WRAP UP
	Grade 1 > Section 1 > Unit 5 > Opener: We Are a Community > PERFORM We All Sing With the Same Voice
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > ANALYZE Musical Performance
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > PORTFOLIO Creative Unit Project
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > SING This Little Light of Mine
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > PLAY This Little Light of Mine
	Grade 1 > Section 2 > Unit 5 > Lesson 4: Quarter Rest > MOVE Hand Jive Game for Pease Porridge Hot

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LESSON OVERVIEW
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > PERFORM Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > PERFORM Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > PERFORM Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > SING / PLAY Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > PERFORM Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > MUSIC SKILLS Sing
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > PERFORM Caribbean Amphibian
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > SING No One Like You
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > PERFORM The Happiest Street in the World
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > MOVE Yo, Mamana, Yo
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > SING Pat Pat Patty Pat
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > SING / PLAY Plenty Fishes in the Sea
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > PERFORM Dance Myself to Sleep
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > PLAY Rhythm Patterns with Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > PERFORMANCE Reciting the Poem
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > PERFORM The Rabbit in the Moon
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PLAY Instruments with Why the Beetle Has a Gold Coat
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > DESCRIBE My Valentine
MU.Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.	Grade 1 > Section 1 > Unit 1 > Opener: Say Hello with a Song > PERFORM Gilly, Gilly, Gilly Good Morning
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > MOVEMENT Nonlocomotor Movement
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > IMPROVISE Voice Types
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > MOVEMENT Game
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > LISTEN Bear Dance
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > PLAY Rhythms and Steady Beat with Bear Dance
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > CREATE Old King Glory Patterns
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > PROGRESS CHECKPOINT
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > MOVE The Wind Blew East Game
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > IMPROVISE Pentatonic Melodies
	Grade 1 > Section 2 > Unit 3 > Lesson 2: Time for Rhythm > READ Mountain King Rhythms
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LESSON OVERVIEW
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > PROGRESS CHECKPOINT
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > PERFORM No One Like You

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > PERFORM Pat Pat Patty Pat with Accompaniment
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > PERFORM Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > PERFORMANCE Give From Your Heart
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PERFORM Why the Beetle Has a Gold Coat
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING America
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING I Love My Country
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > SING Put On a Costume
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN Something Funny Outside
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > SING Something Funny Outside
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN Skin and Bones
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PLAY Steady Beat with Oya
	Grade 1 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > PERFORM Young George and the Cherry Tree
MU.Pr6.1.1b Perform appropriately for the audience and purpose.	Grade 1 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > SING Skip to My Lou
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > PROGRESS CHECKPOINT
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > MOVE The Wind Blew East Game
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > IMPROVISE Pentatonic Melodies
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LESSON OVERVIEW
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LINKS Language Arts
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > PROGRESS CHECKPOINT
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > PROGRESS CHECKPOINT
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > PERFORM No One Like You
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > PERFORM Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > PERFORMANCE Give From Your Heart
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PERFORM Why the Beetle Has a Gold Coat
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PERFORMANCE Hidden Talents Rare
MU.Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > SING Mi cuerpo
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > LISTEN Tubby the Tuba
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > INTRODUCTION
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > COMPARE Higher and Lower Pitches
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > LINKS Language Arts
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > PORTFOLIO Creative Unit Project
	Grade 1 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN Steady Beat and Loud and Soft with "March"
	Grade 1 > Section 2 > Unit 3 > Lesson 1: One and Two Sounds to a Beat > IDENTIFY Same and Different Phrases in Seesaw
	Grade 1 > Section 2 > Unit 5 > Lesson 2: Practice with La > SING Lucy Locket Dynamics and Story
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > DESCRIBE The Happiest Street in the World
	Grade 1 > Section 4 > Unit 2 > Lesson 4: Halloween > LINKS Theater
MU.Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.	Grade 1 > Section ITS > Unit 1 > Lesson 3: Spotlight on America > LISTEN Patriotic Medley
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > SING Bonjour, mes amis
	Grade 1 > Section 1 > Unit 1 > Lesson 3: Steady Beat > MOVE Steady Beat with The Royal March of the Lions
	Grade 1 > Section 1 > Unit 1 > Lesson 4: Melodic Shapes > HISTORY AND CULTURE Lullabies
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > HISTORY AND CULTURE African American Music
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > ANALYZE Longer/Shorter in Duérmete mi niño
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > MOVEMENT Sara Watashi Game
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > MOVEMENT The Name Game
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > HISTORY AND CULTURE Navajo Music
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MOVEMENT Game
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > ANALYZE / IDENTIFY Tshotsholoza / Shoo, Turkey
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MOVE Shoo, Turkey Game
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > WRAP UP
	Grade 1 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > LISTEN Phrases in I Wanna Be a Friend of Yours
	Grade 1 > Section 1 > Unit 3 > Opener: Making Friends > PLAY Classroom Instruments
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MOVE Chase the Squirrel
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > ANALYZE Rhythm: One or Two Sounds to the Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MOVEMENT Game
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MOVEMENT Body Percussion
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > MUSIC SKILLS Listen

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PLAY Steady Beat vs. Rhythm
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PLAY Steady Beat on Unpitched Instruments
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > DESCRIBE Shorter and Longer Sounds
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > MOVE Partner Game
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > MOVEMENT Patterned Movement
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > SING Tap a Steady Beat and Sing
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > ANALYZE Rhythm of Words
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > MOVE El juego chirimbolo
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > DESCRIBE Tempo in a Song and Poem
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > SING Skip to My Lou
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > LISTEN / MOVE Poem and Song About Frogs
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > SING Kaeru no Uta
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > WRAP UP
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > LISTEN / MOVE Sections in Rig a Jig Jig
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > PLAY El florón
	Grade 1 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > SING What's Your Name
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > COMPARE Higher and Lower Pitches
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > INTRODUCTION
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > LISTEN Identify Piano, Forte, and Largo Tempo in Bydlo
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > MOVE Juan Pirulero
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > SING Johnny's Flea
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > READ No Sound to a Beat
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > MOVE Beats with Little Black Bug
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > SING / LISTEN Rise, Sally, Rise and I Like Spinach
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > MOVE Rise, Sally, Rise Game
	Grade 1 > Section 1 > Unit 5 > Lesson 2: A New Pitch > MOVE I Like Spinach Movement Game
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > MOVEMENT Game
	Grade 1 > Section 1 > Unit 5 > Lesson 4: Mi, So, La > PLAY So-La Pattern
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > LISTEN / MOVE Strong and Weak Beats in Minuet
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > PLAY There's a Hole in the Middle of the Sea
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > PLAY There's a Hole in the Middle of the Sea
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > INTRODUCTION
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > PORTFOLIO Creative Unit Project

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > MOVEMENT Santoki Game
	Grade 1 > Section 1 > Unit 6 > Opener: Working Together > LISTEN Verses in Goin' to the Zoo
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > MOVE Show AB Form
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > LISTEN / IDENTIFY / MOVE Contrasting Sections in Counting Song
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > READ Rhythms
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > CREATE AB Form
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > INTRODUCTION
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > IDENTIFY / MOVE The Elephant
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > MUSIC SKILLS Listen
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > LISTEN Sambalelé
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > WRAP UP
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > LISTEN Steady Beat in Diou Shou Juan'er
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > MOVEMENT Game
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > WRAP UP
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > MOVEMENT Circle Game with Punchinella
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > SING Old King Glory
	Grade 1 > Section 1 > Unit 6 > Lesson 6: Create Rhythms > MOVEMENT Circle Game with Old King Glory
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > DESCRIBE Chang Song Form
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > MOVE Showing ABA with Best Friends
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > MOVE Show Song Sections
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > LISTEN / SING Echo Call and Response with Jambo
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > SING All Night, All Day
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > LISTEN Upward and Downward in Fountain Dance
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > ANALYZE Steady Beat in The Wind Blew East
	Grade 1 > Section 2 > Unit 1 > Lesson 3: Steady Beat and No Beat > IMPROVISE Beat and No Beat with Poems
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Hunt the Cows
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Laideronette
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > LISTEN This Little Light of Mine
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > PLAY This Little Light of Mine
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > MOVE A la rueda rueda Game
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > LISTEN So-Mi Pattern in Tuileries from Pictures at an Exhibition
	Grade 1 > Section 2 > Unit 4 > Lesson 3: Find So and Mi > MOVE Bee, Bee Bumblebee Game
	Grade 1 > Section 2 > Unit 4 > Lesson 4: Use What You Know > LISTEN String Quartet in C, Op. 33, The Bird, Fourth Movement
	Grade 1 > Section 2 > Unit 5 > Lesson 1: Sing with La > MOVE Snail Game
	Grade 1 > Section 2 > Unit 5 > Lesson 2: Practice with La > READ So, Mi, and La in Lucy Locket
	Grade 1 > Section 2 > Unit 5 > Lesson 6: A Mi-So-La Melody > READ So, Mi, and La in Arre, mi burrito

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 2 > Unit 5 > Lesson 7: Fun with Pitches > READ Mi-la Leap in Star Light, Star Bright
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > ANALYZE MOVE AB Form in Looby Loo
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > READ/IDENTIFY AB Form, So, Mi, La in One, Two, Three, Four, Five
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > MOVEMENT Game: One, Two, Three, Four, Five
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > MOVE Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > SING Grasshoppers Three
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > IDENTIFY Same/Different Phrases
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > READ Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > SING Mary's Coal Black Lamb
	Grade 1 > Section 3 > Unit 2 > Lesson 4: Pusa't daga > SING Pusa't daga
	Grade 1 > Section 3 > Unit 2 > Lesson 4: Pusa't daga > PLAY Pusa't daga
	Grade 1 > Section 3 > Unit 2 > Lesson 4: Pusa't daga > MOVEMENT Circle Game
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > MOVE Steady Beat with Ladybugs' Picnic
	Grade 1 > Section 3 > Unit 2 > Lesson 6: Chickery Chick > PLAY Steady Beat with Chickery Chick
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > MOVE Melodic Direction
	Grade 1 > Section 3 > Unit 2 > Lesson 7: Caribbean Amphibian > PLAY Ostinatos
	Grade 1 > Section 3 > Unit 3 > Lesson 1: If All the World Were Paper > LISTEN If All the World Were Paper
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > LISTEN Na Bahia Tem
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > MOVE Na Bahia Tem
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > PLAY Rhythm Pattern on Instruments
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > SING Hakyo Jong
	Grade 1 > Section 3 > Unit 3 > Lesson 6: Naranja dulce > LISTEN Naranja dulce
	Grade 1 > Section 3 > Unit 3 > Lesson 6: Naranja dulce > MOVE Naranja dulce
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > IDENTIFY AB Form in the Song
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > MOVE The Happiest Street in the World
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > SING / MOVE So and Mi with This Old Man
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > LISTEN Yo, Mamana, Yo
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > PERFORM 3-beat Patterns with Yo, Mamana, Yo
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > PLAY Steady Beat Pattern with B Section
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > LISTEN Plenty Fishes in the Sea
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > SING / IDENTIFY Allegro Tempo Song
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > PERFORM Piñón, pirulín
	Grade 1 > Section 3 > Unit 4 > Lesson 6: Boris, the Singing Bear > LISTEN / MOVE A and B Sections in Boris, the Singing Bear
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > MOVE Dance Myself to Sleep
	Grade 1 > Section 3 > Unit 5 > Lesson 2: The Rabbit in the Moon > PLAY Music Patterns Representing Characters
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PLAY Music Patterns Representing Characters
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > MOVE Music Patterns with Why the Beetle Has a Gold Coat
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN America

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MOVE America
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MOVE Game: When the Flag Goes By
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN / SING Repetition in There Are Many Flags in Many Lands
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > MOVE Game for Pumpkin Song
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > PERFORM Tak for Maden
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN The Skaters' Waltz
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING Hanukkah Chag Yafeh
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > MOVE Light the Candles
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > SING Jolly Old Saint Nicholas
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > PLAY Rudolph, the Red-Nosed Reindeer
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > MOVE Soup, Soup! Circle Game
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > LISTEN Chinese Lion Dance
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > PLAY Viva Valentine!
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > SING Mail Myself to You
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > SING Love Is the Magic Word
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > ANALYZE / SING AB Form in My Mom
MU.Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.	Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > IDENTIFY Categories of Sound
	Grade 1 > Section ITS > Unit 1 > Lesson 2: Share the Spotlight > MOVEMENT Choreography
	Grade 1 > Section ITS > Unit 1 > Lesson 3: Spotlight on America > SING / MOVE Patriotic Medley Game
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > MOVE Gilly, Gilly, Gilly Good Morning
	Grade 1 > Section 1 > Unit 1 > Lesson 3: Steady Beat > SING The Ants Go Marching
	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > LISTEN / MOVE Louder and Softer with March
	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > LISTEN Noises
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > WRAP UP
	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > MOVEMENT Patterned Movement
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > LISTEN Down by the Bay
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > SING Mos', Mos'!
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > MOVE Mos', Mos'!
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > COMPARE Flute and Tuba
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > LESSON OVERVIEW
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > IDENTIFY Ways to Use the Voice
	Grade 1 > Section 1 > Unit 2 > Lesson 5: Ways to Use Your Voice > SING Brush Your Teeth (Song Version)
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MUSIC SKILLS Listen and Play
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > MOVEMENT Patterned Movement
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > MUSIC SKILLS Conduct

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > DESCRIBE Higher, Lower in SoundCheck: Animal Sounds
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > MUSIC SKILLS Play Steady and Unsteady Beat
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > REACHING ALL LEARNERS English Language Learners
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > INTRODUCTION
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > MOVEMENT Patterned Movement
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > MUSIC SKILLS Play
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > LISTEN / CREATE Tempo and Patterns with A Tisket A Tasket
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > DESCRIBE Tempo in a Song and Poem
	Grade 1 > Section 1 > Unit 3 > Lesson 8: Form: Sections > LISTEN / MOVE Sections in Rig a Jig Jig
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > REACHING ALL LEARNERS Gifted and Talented
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > IDENTIFY Fast Tempo in December: Sleighride
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > MOVE Show Sections in Andante
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > LISTEN Hunt the Squirrel & Singing on Fisherboats at Dusk
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > LISTEN / IDENTIFY Instruments in Peter and the Wolf
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > DESCRIBE Expressive Elements: Tempo and Dynamics
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > MOVE Kobuta Game
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > LISTEN / MOVE Walking the Dog
	Grade 1 > Section 1 > Unit 6 > Opener: Working Together > PERFORM Move with and Sing Goin' to the Zoo
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > MOVE Refrain of Love Grows One by One
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > LINKS Theater
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > MOVEMENT Game
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > HISTORY AND CULTURE Peanut Butter
	Grade 1 > Section 1 > Unit 6 > Lesson 7: Ways to Use the Voice > MOVEMENT Game
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > SING All Night, All Day
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Hunt the Cows
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Laideronette
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > LISTEN Melodic Direction, Form in C-A-G
	Grade 1 > Section 2 > Unit 4 > Lesson 1: So and Mi > READ Rhythms and Melody in Seesaw
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > READ So and Mi
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > MUSIC SKILLS Analyze Melody and Form in Tuileries
	Grade 1 > Section 2 > Unit 4 > Lesson 3: Find So and Mi > READ So and Mi and Quarters and Eighth-Note Pairs
	Grade 1 > Section 2 > Unit 4 > Lesson 4: Use What You Know > READ Mi and So in Here We Sit
	Grade 1 > Section 2 > Unit 5 > Lesson 2: Practice with La > MOVEMENT Game: Lucy Locket
	Grade 1 > Section 2 > Unit 5 > Lesson 5: Practice with Quarter Rest > READ Quarter Rest in Acka Backa
	Grade 1 > Section 2 > Unit 5 > Lesson 5: Practice with Quarter Rest > MOVEMENT Game: Acka Backa
	Grade 1 > Section 2 > Unit 5 > Lesson 7: Fun with Pitches > LINKS Language Arts
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > MUSIC SKILLS Listen, Analyze Galop
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > LISTEN AB Form in Bourrée
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > READ/IDENTIFY AB Form, So, Mi, La in One, Two, Three, Four, Five

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LESSON OVERVIEW
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > MOVEMENT Walk on a Happy Street
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > LINKS Science
	Grade 1 > Section 3 > Unit 4 > Lesson 3: Pat Pat Patty Pat > PERFORM Pat Pat Patty Pat with Accompaniment
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > MOVE Sign Language for Plenty Fishes in the Sea
	Grade 1 > Section 3 > Unit 4 > Lesson 6: Boris, the Singing Bear > SING Boris, the Singing Bear
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > PERFORM Dance Myself to Sleep
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > MOVEMENT Hidden Talents Rare
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN / SING Repetition in There Are Many Flags in Many Lands
	Grade 1 > Section 4 > Unit 2 > Lesson 1: Seasonal Songs > MOVE Autumn Leaves Are Falling
	Grade 1 > Section 4 > Unit 2 > Lesson 2: Butterfly Migration > SING Butterfly, Flutter By
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > MOVEMENT Locomotor and Nonlocomotor Movement
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > MOVE It's So Nice on the Ice
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > PERFORM Jolly Old Saint Nicholas
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN Waltz of the Flowers
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > MOVEMENT Choreography
	Grade 1 > Section 4 > Unit 3 > Lesson 4: Las Posadas > SING El rorro
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > MOVE Mail Myself to You
	Grade 1 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > MOVE Game for Mail Myself to You
	Grade 1 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > PERFORM Young George and the Cherry Tree
	Grade 1 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > SING / MOVE Hop! Chirp! Moo! Oh, Happy Springtime Day!
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > MOVE / CREATE Sounds for Home from the Beach
MU.Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	Grade 1 > Section 1 > Unit 1 > Lesson 7: More Steady Beat > MUSIC SKILLS Vocal Development
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > PLAY Found Sounds with Marco Polo
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > PROGRESS CHECKPOINT
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > HISTORY AND CULTURE Bydlo
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > LISTEN / MOVE Strong and Weak Beats in Minuet
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > WRAP UP
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > MUSIC SKILLS Improvise
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > PLAY Rhythm Patterns with Sambalele
	Grade 1 > Section 1 > Unit 6 > Lesson 8: More ABA Form > MOVEMENT Improvise
	Grade 1 > Section 2 > Unit 5 > Lesson 5: Practice with Quarter Rest > LISTEN Pantomime
	Grade 1 > Section 3 > Unit 3 > Lesson 6: Naranja dulce > MOVE Naranja dulce
	Grade 1 > Section 3 > Unit 3 > Lesson 7: The Happiest Street in the World > PLAY / SING Rhythm in Phrases
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > MOVEMENT Locomotor and Nonlocomotor Movement
	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > LISTEN / PERFORM Christmas Tree

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr2.1.1a; MU.Cr3.2.1a; MU.Pr4.3.1a; MU.Re7.1.1a)	Grade 1 > Section 4 > Unit 3 > Lesson 3: Christmas > MUSIC SKILLS Listen Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > ANALYZE Opening Text
	Grade 1 > Section ITS > Unit 1 > Lesson 2: Share the Spotlight > ANALYZE Opening Text
	Grade 1 > Section ITS > Unit 1 > Lesson 3: Spotlight on America > ANALYZE Opening Text
	Grade 1 > Section 1 > Unit 1 > Lesson 3: Steady Beat > HISTORY AND CULTURE Camille Saint-Saëns
	Grade 1 > Section 1 > Unit 1 > Lesson 4: Melodic Shapes > SCHOOL TO HOME Lullabies Research Report
	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > HISTORY AND CULTURE Georges Bizet
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > LINKS Theater
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > CREATE / PLAY High and Low Animals & Instruments
	Grade 1 > Section 1 > Unit 2 > Lesson 4: Higher and Lower > SCHOOL TO HOME Higher and Lower Sounds at Home
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > HISTORY AND CULTURE Tshotsholoza
	Grade 1 > Section 1 > Unit 2 > Lesson 8: More Higher and Lower > SING Over in the Meadow
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > HISTORY AND CULTURE Sergei Prokofiev
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > HISTORY AND CULTURE Judith Lang Zaimont
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > HISTORY AND CULTURE Chinese Konghou and Erhu
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > LISTEN / IDENTIFY Instruments in Peter and the Wolf
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > HISTORY AND CULTURE Sergei Prokofiev
	Grade 1 > Section 1 > Unit 4 > Lesson 5: Story and Sound > HISTORY AND CULTURE Peter and the Wolf
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > ANALYZE Characters, Tone Colors
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > HISTORY AND CULTURE Gamelan Ensemble
	Grade 1 > Section 1 > Unit 4 > Lesson 8: Loud and Soft, Slow and Fast > HISTORY AND CULTURE Modest Mussorgsky
	Grade 1 > Section 1 > Unit 5 > Opener: We Are a Community > UNIT THEME We Are a Community
	Grade 1 > Section 1 > Unit 5 > Lesson 1: A Beat with No Sound > HISTORY AND CULTURE Plainsong
	Grade 1 > Section 1 > Unit 5 > Lesson 3: Read a Rest! > HISTORY AND CULTURE George Gershwin
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > HISTORY AND CULTURE Henry Purcell
	Grade 1 > Section 1 > Unit 5 > Lesson 7: More Mi, So, La > HISTORY AND CULTURE Pitch and Notation
	Grade 1 > Section 1 > Unit 5 > Lesson 8: Pitch and Rhythm Patterns > HISTORY AND CULTURE Korean Folk Music
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > MUSIC SKILL Play/Create
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > HISTORY AND CULTURE Camille Saint-Saëns
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > HISTORY AND CULTURE Writing and Improvisation
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > HISTORY AND CULTURE String Quartets
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > HISTORY AND CULTURE Zimbabwean Instruments
	Grade 1 > Section 2 > Unit 1 > Lesson 1: Keep the Beat > HISTORY AND CULTURE Georges Bizet

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 2 > Unit 1 > Lesson 2: Upward and Downward > HISTORY AND CULTURE Sir Edward Elgar
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > HISTORY AND CULTURE Maurice Ravel (1875–1937)
	Grade 1 > Section 2 > Unit 2 > Lesson 2: More Long and Short Sounds > HISTORY AND CULTURE Hershy Kay
	Grade 1 > Section 2 > Unit 2 > Lesson 3: Higher and Lower > HISTORY AND CULTURE Billy Taylor
	Grade 1 > Section 2 > Unit 4 > Lesson 2: Practice Pitches > HISTORY AND CULTURE Modest Mussorgsky
	Grade 1 > Section 2 > Unit 5 > Lesson 8: Use What You Know > HISTORY AND CULTURE Aram Khachaturian
	Grade 1 > Section 2 > Unit 6 > Lesson 2: AB Form > HISTORY AND CULTURE George Frideric Handel
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > PROGRAM NOTES
	Grade 1 > Section 3 > Unit 4 > Lesson 1: This Old Man > LINK Art
	Grade 1 > Section 3 > Unit 5 > Lesson 1: Just Move! > INTRODUCTION Just Move!
	Grade 1 > Section 3 > Unit 5 > Lesson 3: Why the Beetle Has a Gold Coat > PERFORM Why the Beetle Has a Gold Coat
	Grade 1 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > HISTORY AND CULTURE Emil Waldteufel
	Grade 1 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > HISTORY AND CULTURE Babatunde Olatunji
MU.Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Cr1.1.1a ; MU.Pr4.2.1a; MU.Pr6.1.1a; MU.Re7.2.1a; MU.Re9.1.1a)	Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > LINKS Science
	Grade 1 > Section ITS > Unit 1 > Lesson 1: In the Spotlight > LINKS Science
	Grade 1 > Section ITS > Unit 1 > Lesson 3: Spotlight on America > LINKS Social Studies
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > DESCRIBE Everyday Sounds
	Grade 1 > Section 1 > Unit 1 > Lesson 1: Steady Beat, No Steady Beat > IDENTIFY Steady Beat and No Steady Beat
	Grade 1 > Section 1 > Unit 1 > Lesson 2: Upward and Downward > LINKS Social Studies
	Grade 1 > Section 1 > Unit 1 > Lesson 3: Steady Beat > INTRODUCTION
	Grade 1 > Section 1 > Unit 1 > Lesson 3: Steady Beat > LISTEN / MOVE Vhaya Kadhimba
	Grade 1 > Section 1 > Unit 1 > Lesson 5: Louder and Softer > LINKS Science
	Grade 1 > Section 1 > Unit 1 > Lesson 6: More Loud and Soft > LINKS Theater
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > HISTORY AND CULTURE Frog Myths
	Grade 1 > Section 1 > Unit 1 > Lesson 8: More Upward and Downward > LINKS Language Arts
	Grade 1 > Section 1 > Unit 2 > Lesson 1: Long and Short > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > LINKS Language Arts
	Grade 1 > Section 1 > Unit 2 > Lesson 2: High and Low > LINKS Science
	Grade 1 > Section 1 > Unit 2 > Lesson 3: Longer and Shorter > INTRODUCTION
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > LINKS Reading
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > HISTORY AND CULTURE Marilyn Help Hood
	Grade 1 > Section 1 > Unit 2 > Lesson 6: Navajo Rhythms > LINKS Social Studies
	Grade 1 > Section 1 > Unit 2 > Lesson 7: Call-and-Response Form > LINKS Social Studies
	Grade 1 > Section 1 > Unit 3 > Lesson 1: Rhythm > LINKS Language Arts

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 1 > Unit 3 > Lesson 2: Play Rhythms Using Different Tone Colors > LINKS Mathematics
	Grade 1 > Section 1 > Unit 3 > Lesson 3: Rhythm Patterns > LINKS Mathematics and Language Arts
	Grade 1 > Section 1 > Unit 3 > Lesson 4: Rhythm of the Words > LINKS Language Arts
	Grade 1 > Section 1 > Unit 3 > Lesson 5: Changing Rhythms > LINKS Art
	Grade 1 > Section 1 > Unit 3 > Lesson 6: Changing Tempos > HISTORY AND CULTURE Train Whistle Signals
	Grade 1 > Section 1 > Unit 3 > Lesson 7: Rhythm Patterns and Form > LINKS Physical Education
	Grade 1 > Section 1 > Unit 4 > Lesson 1: Higher and Lower > LINKS Language Arts
	Grade 1 > Section 1 > Unit 4 > Lesson 2: Faster and Slower > LINKS Social Studies
	Grade 1 > Section 1 > Unit 4 > Lesson 3: So and Mi > LINKS Reading
	Grade 1 > Section 1 > Unit 4 > Lesson 4: Louder and Softer > LINKS Science
	Grade 1 > Section 1 > Unit 4 > Lesson 6: Same and Different > LINKS Language Arts
	Grade 1 > Section 1 > Unit 4 > Lesson 7: More So and Mi > LINKS Language Arts
	Grade 1 > Section 1 > Unit 5 > Lesson 5: Beats in Groups of Twos and Threes > LINKS ART
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > LINKS Language Arts
	Grade 1 > Section 1 > Unit 5 > Lesson 6: More Beats in Groups of Two > LINKS Reading
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > COMPARE Works of Artists and Composers
	Grade 1 > Section 1 > Unit 6 > Lesson 1: AB Form > LINKS Art
	Grade 1 > Section 1 > Unit 6 > Lesson 2: Rhythm: Read and Play > HISTORY AND CULTURE Thai Instruments
	Grade 1 > Section 1 > Unit 6 > Lesson 3: ABA Form > LINKS Social Studies
	Grade 1 > Section 1 > Unit 6 > Lesson 4: Create Melodies > LINKS Science
	Grade 1 > Section 1 > Unit 6 > Lesson 5: Hear Instruments > LINKS Art
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > LISTEN Poem
	Grade 1 > Section 2 > Unit 2 > Lesson 1: Longer and Shorter > HISTORY AND CULTURE Laideronette
	Grade 1 > Section 2 > Unit 3 > Lesson 2: Time for Rhythm > HISTORY AND CULTURE Grasshoppers
	Grade 1 > Section 2 > Unit 5 > Lesson 3: No Sound on a Beat > LISTEN / DESCRIBE / IDENTIFY Beats of Silence in Happiness
	Grade 1 > Section 2 > Unit 5 > Lesson 7: Fun with Pitches > LINKS Language Arts
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > READ Kari Rhythms and Pitches
	Grade 1 > Section 2 > Unit 6 > Lesson 1: Mi-So-La and Rhythms You Know > LINKS Language Arts
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > ABOUT THE MUSICAL AND MTI
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > INTELLECTUAL PROPERTY RIGHTS CONNECTIONS: C IN A CIRCLE
	Grade 1 > Section 3 > Unit 1 > Lesson 1: A Year With Frog and Toad KIDS > LINKS Language Arts
	Grade 1 > Section 3 > Unit 2 > Lesson 1: Grasshoppers Three > LINK Language Arts
	Grade 1 > Section 3 > Unit 2 > Lesson 2: Mary's Coal Black Lamb > HISTORY CULTURE First Recorded Words
	Grade 1 > Section 3 > Unit 2 > Lesson 4: Pusa't daga > LISTEN Pusa't daga
	Grade 1 > Section 3 > Unit 2 > Lesson 5: Ladybugs' Picnic > LINK Mathematics
	Grade 1 > Section 3 > Unit 3 > Lesson 2: Na Bahia Tem > LISTEN Na Bahia Tem
	Grade 1 > Section 3 > Unit 3 > Lesson 3: Sesame Street Theme > LISTEN Sesame Street
	Grade 1 > Section 3 > Unit 3 > Lesson 4: No One Like You > LINK Art

1st Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 1 > Section 3 > Unit 3 > Lesson 5: Hakyo Jong > LISTEN Hakyo Jong
	Grade 1 > Section 3 > Unit 4 > Lesson 2: Yo, Mamana, Yo > LISTEN Yo, Mamana, Yo
	Grade 1 > Section 3 > Unit 4 > Lesson 4: Plenty Fishes in the Sea > LISTEN Plenty Fishes in the Sea
	Grade 1 > Section 3 > Unit 4 > Lesson 5: Piñón, pirulín > LISTEN Piñón, pirulín
	Grade 1 > Section 3 > Unit 4 > Lesson 8: Dance Myself to Sleep > HISTORY AND CULTURE Career: Dancers
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN America
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINK Social Studies
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN I Love My Country
	Grade 1 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE The American Flag
	Grade 1 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > LISTEN Tak for Maden
	Grade 1 > Section 4 > Unit 3 > Lesson 2: Hanukkah > HISTORY AND CULTURE Lighting the Candles
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > HISTORY AND CULTURE Chinese Lion Dance
	Grade 1 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > HISTORY AND CULTURE The Lantern Festival
	Grade 1 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > LISTEN Young George and the Cherry Tree
	Grade 1 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LINKS Art Gallery

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	Grade 2 > Section ITS > Unit 1 > Lesson 3: This Little Light of Mine > MUSIC SKILLS Improvise
	Grade 2 > Section 1 > Unit 1 > Lesson 2: Sing Higher and Lower > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 1 > Lesson 7: Play Pitched Instruments > IMPROVISE Interlude
	Grade 2 > Section 1 > Unit 1 > Lesson 8: What Is That Sound? > MUSIC SKILLS Improvise
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > MUSIC SKILLS Improvise
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > SING Doggie, Doggie
	Grade 2 > Section 1 > Unit 2 > Lesson 5: Call and Response > MUSIC SKILLS Analyze and Improvise
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > PERFORM Akinla
	Grade 2 > Section 1 > Unit 3 > Lesson 7: Expressive Dynamics in Antarctica > IMPROVISE Antarctica
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > IMPROVISE Do Mi So
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > PLAY Orff Instruments
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > MUSIC SKILLS Improvise and Compose
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > SING / IMPROVISE El zapatero
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > IMPROVISE Minuet Accompaniment
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > IMPROVISE Answer Phrases
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > CREATE / PLAY Rabbit Music in AB Form
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > MUSIC SKILLS Improvise
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > MUSIC SKILLS Orff Instruments
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > MOVEMENT Game for Orff Instruments
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > IMPROVISE Poem
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > INTRODUCTION
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > MUSIC SKILLS Play Orff Instruments
	Grade 2 > Section 1 > Unit 6 > Lesson 5: Rondo > WRAP UP
	Grade 2 > Section 1 > Unit 6 > Lesson 7: Steps, Skips, and Leaps > COMPOSE Melodic Pattern for Coyote
	Grade 2 > Section 2 > Unit 1 > Lesson 5: Listen for So and Mi > IMPROVISE / NOTATE Game Rhythm Song
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > IMPROVISE Eating Lizards
	Grade 2 > Section 2 > Unit 3 > Lesson 5: Do Mi So La > IMPROVISE King's Land
	Grade 2 > Section 2 > Unit 4 > Lesson 1: Re > IMPROVISE Hop, Old Squirrel
	Grade 2 > Section 2 > Unit 5 > Lesson 4: Rhythms in 2/Dotted-Quarter Note Meter > READ / SING I See
	Grade 2 > Section 3 > Unit 4 > Lesson 1: Corner Grocery Store > MUSIC SKILLS Improvise
	Grade 2 > Section 4 > Unit 3 > Lesson 2: Hanukkah > PLAY In the Window
	Grade 2 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > IMPROVISE The Wee Falorie Man

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	Grade 2 > Section ITS > Unit 1 > Lesson 2: Do-Re-Mi > MOVEMENT Choreography
	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > MUSIC SKILLS Play
	Grade 2 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 1 > Unit 2 > Opener: Musical Friends > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 2 > Lesson 1: Beats in Sets of Two > MUSIC SKILLS Compose / Rhythm
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 6: AB Form > CREATE / PLAY Music in AB Form
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > COMPOSE Finis
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Lesson 1: Rhythm in North America > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Lesson 2: A New Pitch in South America > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > COMPOSE Duck Song
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > WRAP UP
	Grade 2 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > CREATE / PLAY Party Music in AB Form
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > MUSIC SKILLS Compose and Sing
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > MUSIC SKILLS Sing and Compose
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > SING / MOVE Jim Along, Josie
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > COMPOSE Ostinato with Poem
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > COMPOSE Ostinato with La bella hortelana
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 2 > Unit 1 > Lesson 3: Read and Listen for So and Mi > MOVEMENT Game for Cuckoo, Where are You?
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > MUSIC SKILLS Play
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > PERFORM / MOVE Riddle Song
	Grade 2 > Section 2 > Unit 3 > Lesson 4: Half Notes > COMPOSE Melody with do mi so la
	Grade 2 > Section 2 > Unit 4 > Lesson 3: Do Re Mi So > MUSIC SKILLS Create
	Grade 2 > Section 2 > Unit 4 > Lesson 4: Sing Do Re Mi So Game Songs > MUSIC SKILLS Sing
	Grade 2 > Section 2 > Unit 5 > Lesson 5: Read in 2/Dotted-Quarter Note Meter > IMPROVISE Rhythm Pattern with Merry-Go-Round
	Grade 2 > Section 2 > Unit 6 > Lesson 2: Listen for 2/Dotted-Quarter Note Patterns > IMPROVISE Rhythm Patters with Gigue
	Grade 2 > Section 3 > Unit 2 > Lesson 2: Hakuna Matata > PLAY Hakuna Matata
	Grade 2 > Section 3 > Unit 4 > Lesson 3: Artichokes > PERFORM Artichokes

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 4 > Unit 3 > Lesson 3: Christmas > READ / CREATE We Wish You A Merry Christmas
	Grade 2 > Section 4 > Unit 3 > Lesson 9: Purim > CREATE / PLAY Music in AB Form
	Grade 2 > Section 4 > Unit 4 > Lesson 1: Earth Day > CREATE / PLAY Earth Day Music in AB Form
MU.Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > NOTATE Rhythm Patterns
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > COMPOSE Duck Song
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > MUSIC SKILLS Improvise and Compose
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > IMPROVISE Answer Phrases
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > THINK!
MU.Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	Grade 2 > Section 1 > Unit 1 > Lesson 1: Step to the Beat > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 1 > Lesson 4: Reading So and Mi > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 1 > Lesson 8: What Is That Sound? > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 1 > Lesson 8: What Is That Sound? > COMPOSE Together
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 2 > Opener: Musical Friends > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 1: Beats in Sets of Two > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > CREATE / PLAY Party Music in AB Form
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > MUSIC SKILLS Vocal Development / Rhythm / Compose
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 6 > Lesson 2: Read and Sing Do Re Mi So > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > COMPOSE Do Re Mi So La and Forte/Piano
	Grade 2 > Section 1 > Unit 6 > Lesson 5: Rondo > MUSIC SKILLS Notate
	Grade 2 > Section 1 > Unit 6 > Lesson 7: Steps, Skips, and Leaps > COMPOSE Melodic Pattern for Coyote

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 2 > Unit 1 > Lesson 1: Quarter Notes and Eighth Notes > NOTATE Bate, Bate
	Grade 2 > Section 2 > Unit 3 > Lesson 4: Half Notes > COMPOSE Melody with do mi so la
	Grade 2 > Section 2 > Unit 5 > Lesson 2: Pentatonic Pitches > READ / SING Dance Together
	Grade 2 > Section 2 > Unit 6 > Lesson 4: A Bird Sings in 2/Dotted-Quarter Note > COMPOSE Bird Song Melody with Poem
	Grade 2 > Section 3 > Unit 6 > Lesson 2: Señor Coyote > COMPOSE Melodic Pattern for Snake
	Grade 2 > Section 3 > Unit 6 > Lesson 3: Drum Magic > COMPOSE Melodic Pattern for King
	Grade 2 > Section 4 > Unit 3 > Lesson 9: Purim > CREATE / PLAY Music in AB Form
	Grade 2 > Section 4 > Unit 4 > Lesson 1: Earth Day > CREATE / PLAY Earth Day Music in AB Form
MU.Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 1 > Lesson 6: Loud and Soft in Music > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 1 > Lesson 8: What Is That Sound? > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > WRAP UP
	Grade 2 > Section 1 > Unit 6 > Opener: Everything Grows > PORTFOLIO Creative Unit Project Opener
	Grade 2 > Section 1 > Unit 6 > Lesson 7: Steps, Skips, and Leaps > COMPOSE Rain Rondo
MU.Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 7: Tone Color > PLAY Chirri Bim
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > MUSIC SKILLS Play
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > IMPROVISE Do Mi So
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > CREATE / PLAY Rabbit Music in AB Form
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > MUSIC SKILLS Compose
	Grade 2 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 2 > Unit 3 > Lesson 5: Do Mi So La > IMPROVISE Mr. Frog
	Grade 2 > Section 4 > Unit 2 > Lesson 3: Halloween > CREATE / PLAY New Lyrics for This Is Halloween

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Grade 2 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > ANALYZE Opening Text
	Grade 2 > Section ITS > Unit 1 > Lesson 3: This Little Light of Mine > ANALYZE Opening Text
	Grade 2 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 7: Tone Color > MUSIC SKILLS Play
	Grade 2 > Section 1 > Unit 2 > Music News: Spotlight Articles > WRAP UP
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > Opener: Our Musical World
	Grade 2 > Section 1 > Unit 3 > Lesson 7: Expressive Dynamics in Antarctica > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > DESCRIBE Folk Song Characteristics
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 2 > Section 1 > Unit 4 > Music News: Spotlight Articles > LISTEN Scherzo and Tarantella
	Grade 2 > Section 1 > Unit 4 > Music News: Spotlight Articles > EVALUATE Scherzo and Tarantella
	Grade 2 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > THINK!
MU.Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	Grade 2 > Section 1 > Unit 1 > Lesson 1: Step to the Beat > ANALYZE Rhythm
	Grade 2 > Section 1 > Unit 1 > Lesson 2: Sing Higher and Lower > MUSIC SKILLS Analyze
	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > READ Song Rhythm
	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > READ Quarter Rests
	Grade 2 > Section 1 > Unit 1 > Lesson 4: Reading So and Mi > PLAY Tabu
	Grade 2 > Section 1 > Unit 1 > Lesson 4: Reading So and Mi > READ Notation for Riqui Ran
	Grade 2 > Section 1 > Unit 1 > Lesson 5: Read and Play Rhythms > PLAY Chichipapa
	Grade 2 > Section 1 > Unit 1 > Lesson 7: Play Pitched Instruments > PLAY Orff Instruments
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > SING Tinga Layo
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > MOVE Dotted Half Notes and Quarter Notes
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > READ Pitch Syllables
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > READ Good Night, Sleep Tight
	Grade 2 > Section 1 > Unit 3 > Lesson 2: A New Pitch in South America > MOVE Shake the Papaya Down
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > READ Half Notes in Sorida
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 3 > Lesson 5: Crescendo in Europe! > MOVE / LISTEN Symphonic Dances, Op. 64, No. 4
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > LISTEN Pukaea
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 3 > Music News: Spotlight Articles > WRAP UP

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > LISTEN Adagio
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > LISTEN Chiapanecas
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > DESCRIBE Old Woman and the Pig
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > PLAY Let's Go Fly a Kite
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > READ Rhythm Pattern with Poem
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > COMPARE Papagena! Papagena! Papagena!
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > PLAY Ostinato Pattern with Poem
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > PERFORM Away for Rio
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > HISTORY AND CULTURE Calypso Music
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > SING Poun to, Poun to
	Grade 2 > Section 1 > Unit 5 > Lesson 7: Moving with the Trombone > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Music News: Spotlight Articles > LISTEN Packington's Pound and Allegro
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > IDENTIFY 2/Dotted Quarter Meter in Seeds and Seasons
	Grade 2 > Section 1 > Unit 6 > Lesson 2: Read and Sing Do Re Mi So > INTRODUCTION
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > MUSIC SKILLS Read
	Grade 2 > Section 1 > Unit 6 > Lesson 8: The Shape of the Melody > SING / MOVE Tue Tue
	Grade 2 > Section 1 > Unit 6 > Lesson 8: The Shape of the Melody > SING Garden Song
	Grade 2 > Section 2 > Unit 1 > Lesson 1: Quarter Notes and Eighth Notes > READ Bate, Bate
	Grade 2 > Section 2 > Unit 3 > Lesson 1: Do > READ / NOTATE Heigh Ho, Here We Go
	Grade 2 > Section 2 > Unit 4 > Lesson 1: Re > IDENTIFY / LABEL Phrase Form in Hot Cross Buns
	Grade 2 > Section 2 > Unit 4 > Lesson 2: Mi Re Do > READ Nabe, Nabe, Soku, Nuke
	Grade 2 > Section 2 > Unit 6 > Lesson 3: Read and Play 2/Dotted-Quarter Note Rhythms > READ / SING Juan Pirulero
	Grade 2 > Section 3 > Unit 3 > Lesson 1: Four White Horses > ANALYZE Syncopated Patterns in Four White Horses
	Grade 2 > Section 3 > Unit 5 > Lesson 1: Banyan Tree > SING Banyan Tree
	Grade 2 > Section 3 > Unit 5 > Lesson 2: Na belo > READ Meter Changes in Na belo
	Grade 2 > Section 3 > Unit 5 > Lesson 5: El tren > INTRODUCTION El tren
	Grade 2 > Section 3 > Unit 6 > Lesson 2: Señor Coyote > INTRODUCTION Señor Coyote
	Grade 2 > Section 4 > Unit 3 > Lesson 3: Christmas > INTRODUCTION We Wish You A Merry Christmas
MU.Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	Grade 2 > Section 1 > Unit 1 > Lesson 6: Loud and Soft in Music > WRAP UP
	Grade 2 > Section 1 > Unit 1 > Lesson 7: Play Pitched Instruments > ANALYZE Pitches
	Grade 2 > Section 1 > Unit 2 > Lesson 1: Beats in Sets of Two > PLAY Me Stone
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > PLAY The Mill Song

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > READ Rhythm
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > READ Pitch Syllables
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > SING A la rueda de San Miguel
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > PLAY A Pat on the Back
	Grade 2 > Section 1 > Unit 3 > Lesson 1: Rhythm in North America > MUSIC SKILLS Rhythm
	Grade 2 > Section 1 > Unit 3 > Lesson 1: Rhythm in North America > SING Half Notes in Land of the Silver Birch
	Grade 2 > Section 1 > Unit 3 > Lesson 2: A New Pitch in South America > READ Pitches with Hand Signs
	Grade 2 > Section 1 > Unit 3 > Lesson 2: A New Pitch in South America > READ So-Mi-Do Patterns
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > PERFORM Akinla
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > READ Do, Mi, So
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > READ / SING He's Got the Whole World in His Hands
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > PLAY Chiapanecas
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > READ There's A Hole in the Bucket
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > READ Melodies with Re
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > READ El zapatero
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > PLAY Mein Hut
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > READ / SING Sammy Sackett
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > PLAY Sammy Sackett
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > READ Mister Rabbit, Mister Rabbit
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > INTRODUCTION
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > SING / PLAY You'll Sing a Song and I'll Sing a Song
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > ANALYZE Rhythm patterns
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > EVALUATE Rhythm in Poun to, Poun to
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > READ Button, You Must Wander
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > DESCRIBE Orff Instruments
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > PLAY Pattern with Fünf Kleine Kanons
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > READ Jim Along, Josie
	Grade 2 > Section 1 > Unit 6 > Lesson 2: Read and Sing Do Re Mi So > READ Pentatonic Pitches in All Around the Buttercup
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > PLAY Animal Fair
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > LISTEN Identify Pattern and Voices in Largo al factotum
	Grade 2 > Section 1 > Unit 6 > Lesson 7: Steps, Skips, and Leaps > READ It's Raining! It's Pouring!
	Grade 2 > Section 2 > Unit 1 > Lesson 1: Quarter Notes and Eighth Notes > READ Bate, Bate
	Grade 2 > Section 2 > Unit 1 > Lesson 2: So and Mi > READ / SING Say Your Name
	Grade 2 > Section 2 > Unit 1 > Lesson 3: Read and Listen for So and Mi > READ / SING Cuckoo, Where Are You?
	Grade 2 > Section 2 > Unit 1 > Lesson 4: Silent Beat > READ / EVALUATE Hey, Hey, Look at Me
	Grade 2 > Section 2 > Unit 1 > Lesson 4: Silent Beat > READ / EVALUATE In and Out
	Grade 2 > Section 2 > Unit 1 > Lesson 5: Listen for So and Mi > READ Children's Dance Melodies

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 2 > Unit 2 > Lesson 1: La > READ Plainsies, Clapsies
	Grade 2 > Section 2 > Unit 2 > Lesson 1: La > MUSIC SKILLS Read
	Grade 2 > Section 2 > Unit 2 > Lesson 2: Mi-La Leap > READ Red Rover
	Grade 2 > Section 2 > Unit 2 > Lesson 2: Mi-La Leap > READ Little Sally Water
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > READ / SING Eating Lizards
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > READ Riddle Song
	Grade 2 > Section 2 > Unit 3 > Lesson 1: Do > READ Who Has the Penny?
	Grade 2 > Section 2 > Unit 3 > Lesson 1: Do > READ Cuckoo in the Heart of the Woods
	Grade 2 > Section 2 > Unit 3 > Lesson 2: More Practice with Do > READ / SING Mother, Mother
	Grade 2 > Section 2 > Unit 3 > Lesson 2: More Practice with Do > READ / ANALYZE Mouse, Mousie
	Grade 2 > Section 2 > Unit 3 > Lesson 3: La > READ / SING Daisy Chain
	Grade 2 > Section 2 > Unit 3 > Lesson 4: Half Notes > READ Donkey, Donkey
	Grade 2 > Section 2 > Unit 3 > Lesson 5: Do Mi So La > READ / SING King's Land
	Grade 2 > Section 2 > Unit 3 > Lesson 5: Do Mi So La > READ Mr. Frog
	Grade 2 > Section 2 > Unit 4 > Lesson 1: Re > READ / SING Mi Re Do in Hot Cross Buns
	Grade 2 > Section 2 > Unit 4 > Lesson 1: Re > READ / SING Hop, Old Squirrel
	Grade 2 > Section 2 > Unit 4 > Lesson 3: Do Re Mi So > SING Do Re Mi Pitches
	Grade 2 > Section 2 > Unit 4 > Lesson 4: Sing Do Re Mi So Game Songs > READ / SING Who's That Tapping at the Window?
	Grade 2 > Section 2 > Unit 4 > Lesson 5: Dotted Half Notes > READ Sailor, Sailor on the Sea
	Grade 2 > Section 2 > Unit 5 > Lesson 1: A Pentatonic Song > READ Here Comes a Bluebird
	Grade 2 > Section 2 > Unit 5 > Lesson 2: Pentatonic Pitches > READ / SING Dance Together
	Grade 2 > Section 2 > Unit 5 > Lesson 2: Pentatonic Pitches > READ / SING Bow, Wow, Wow
	Grade 2 > Section 2 > Unit 5 > Lesson 3: Read These Songs > READ / SING Pairs or Pears
	Grade 2 > Section 2 > Unit 6 > Lesson 1: Game Songs in 2/Dotted-Quarter Note Meter > READ / SING Oliver Twist
	Grade 2 > Section 3 > Unit 2 > Lesson 1: The Great Outdoors > READ Octaves
	Grade 2 > Section 3 > Unit 2 > Lesson 1: The Great Outdoors > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 3 > Unit 2 > Lesson 1: The Great Outdoors > SING Warm Up
	Grade 2 > Section 3 > Unit 2 > Lesson 2: Hakuna Matata > READ Meter
	Grade 2 > Section 3 > Unit 2 > Lesson 3: Part of Your World > READ Triplets in Part of Your World
	Grade 2 > Section 3 > Unit 2 > Lesson 5: It's a Small World > SING Full Note Values in It's a Small World
	Grade 2 > Section 3 > Unit 3 > Lesson 2: Chú, chú, chú > READ Syncopated Rhythms
	Grade 2 > Section 3 > Unit 4 > Lesson 1: Corner Grocery Store > READ Rhythmic Notation
	Grade 2 > Section 3 > Unit 4 > Lesson 4: Ja posejah lubenice > READ Rhythm Patterns
	Grade 2 > Section 3 > Unit 4 > Lesson 5: Me gase boho > SING Solfege
	Grade 2 > Section 3 > Unit 5 > Lesson 2: Na belo > PLAY Ostinato with Na belo
	Grade 2 > Section 3 > Unit 6 > Lesson 1: City Streets > PLAY Music Patterns
	Grade 2 > Section 3 > Unit 6 > Lesson 2: Señor Coyote > PLAY Music Patterns
	Grade 2 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > READ / PLAY Ostinato with Yankee Doodle
	Grade 2 > Section 4 > Unit 4 > Lesson 1: Earth Day > READ Big Beautiful Planet

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	Grade 2 > Section 1 > Unit 1 > Lesson 5: Read and Play Rhythms > MOVEMENT Creative Movement
	Grade 2 > Section 1 > Unit 1 > Lesson 6: Loud and Soft in Music > MOVE Dynamic Levels
	Grade 2 > Section 1 > Unit 1 > Music News: Spotlight Articles > FROM THE TOP
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > SING Doggie, Doggie
	Grade 2 > Section 1 > Unit 2 > Lesson 6: AB Form > SING Strawberry Roan
	Grade 2 > Section 1 > Unit 3 > Lesson 5: Crescendo in Europe! > MOVE Crescendo
	Grade 2 > Section 1 > Unit 3 > Lesson 7: Expressive Dynamics in Antarctica > ANALYZE Crescendo and Decrescendo
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > ANALYZE Wake Up the Sun
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > READ / SING Shoheen Sho
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > SING / MOVE Jim Along, Josie
	Grade 2 > Section 1 > Unit 5 > Music News: Spotlight Articles > ANALYZE Allegro and Packington's Pound
	Grade 2 > Section 1 > Unit 5 > Music News: Spotlight Articles > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 6 > Lesson 5: Rondo > SING Shoo, Fly
	Grade 2 > Section 1 > Unit 6 > Lesson 5: Rondo > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 6 > Lesson 5: Rondo > WRITE / LABEL / REPRODUCE Tempo: Allegro and Largo
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > WRAP UP
	Grade 2 > Section 2 > Unit 3 > Lesson 1: Do > MOVE Cuckoo in the Heart of the Woods
	Grade 2 > Section 2 > Unit 4 > Lesson 5: Dotted Half Notes > LISTEN Sérénade
	Grade 2 > Section 2 > Unit 5 > Lesson 4: Rhythms in 2/Dotted-Quarter Note Meter > LISTEN Merry-Go-Round
	Grade 2 > Section 2 > Unit 5 > Lesson 5: Read in 2/Dotted-Quarter Note Meter > LISTEN / PLAY Presto Tempo in Merry-Go-Round
	Grade 2 > Section 2 > Unit 6 > Lesson 2: Listen for 2/Dotted-Quarter Note Patterns > WRAP UP
	Grade 2 > Section 3 > Unit 2 > Lesson 2: Hakuna Matata > SING / LISTEN Dynamics in Hakuna Matata
	Grade 2 > Section 4 > Unit 2 > Lesson 2: Columbus Day > SING Columbus Sailed with Three Ships
	Grade 2 > Section 4 > Unit 2 > Lesson 3: Halloween > SING This Is Halloween
MU.Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	Grade 2 > Section 1 > Unit 1 > Lesson 2: Sing Higher and Lower > WRAP UP
	Grade 2 > Section 1 > Unit 1 > Lesson 7: Play Pitched Instruments > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 2 > Opener: Musical Friends > EVALUATE You've Got a Friend in Me

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > WRAP UP
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > PORTFOLIO Creative Unit Project Opener
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > ASSESSMENT OPTIONS
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > ASSESSMENT OPTIONS
	Grade 2 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 6 > Opener: Everything Grows > PORTFOLIO Creative Unit Project Opener
	Grade 2 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > ASSESSMENT OPTIONS
	Grade 2 > Section 3 > Unit 3 > Lesson 6: A Place in the Choir > SING A Place in the Choir
MU.Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	Grade 2 > Section ITS > Unit 1 > Lesson 2: Do-Re-Mi > MUSIC SKILLS Hand Signs
	Grade 2 > Section 1 > Unit 1 > Lesson 1: Step to the Beat > ANALYZE Rhythm
	Grade 2 > Section 1 > Unit 2 > Opener: Musical Friends > EVALUATE You've Got a Friend in Me
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > SING What a Wonderful World
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > SING Australia's on the Wallaby
	Grade 2 > Section 1 > Unit 3 > Lesson 7: Expressive Dynamics in Antarctica > MOVE Three Little Penguins
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > LISTEN / SING Wake Up the Sun
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > SING Hello, Hello There
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > SING Away for Rio
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > READ / PERFORM Pitches in Pentatonic Scale
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > SING Shrimp Boats
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > SING / PLAY Bell Part with El burrito enfermo
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > SING I Chih Ching Wa
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > PLAY Jugaremos en el bosque Descant
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > MOVE La bella hortelana
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 6 > Lesson 2: Read and Sing Do Re Mi So > SING Old Blue

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > SING Ban Dal
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > READ Here Comes Sally
	Grade 2 > Section 1 > Unit 6 > Lesson 7: Steps, Skips, and Leaps > SING Nikosi
	Grade 2 > Section 2 > Unit 2 > Lesson 3: Beats with No Sound > PERFORM / MOVE Riddle Song
	Grade 2 > Section 2 > Unit 3 > Lesson 4: Half Notes > MUSIC SKILLS Rhythm
	Grade 2 > Section 2 > Unit 4 > Lesson 3: Do Re Mi So > READ Rover
	Grade 2 > Section 2 > Unit 4 > Lesson 4: Sing Do Re Mi So Game Songs > READ / SING Matarile
	Grade 2 > Section 2 > Unit 5 > Lesson 1: A Pentatonic Song > SING Here Comes a Bluebird
	Grade 2 > Section 2 > Unit 5 > Lesson 3: Read These Songs > READ Knock the Cymbals
	Grade 2 > Section 2 > Unit 5 > Lesson 5: Read in 2/Dotted-Quarter Note Meter > READ Merry-Go-Round
	Grade 2 > Section 2 > Unit 6 > Lesson 2: Listen for 2/Dotted-Quarter Note Patterns > READ Gigue
	Grade 2 > Section 3 > Unit 1 > Lesson 1: Seussical Junior > TEACHING SUGGESTIONS
	Grade 2 > Section 3 > Unit 2 > Lesson 1: The Great Outdoors > SING The Great Outdoors
	Grade 2 > Section 3 > Unit 2 > Lesson 4: Candle on the Water > Lesson 4: Candle on the Water
	Grade 2 > Section 3 > Unit 3 > Lesson 1: Four White Horses > PLAY Four White Horses
	Grade 2 > Section 3 > Unit 4 > Lesson 1: Corner Grocery Store > SING Corner Grocery Store
	Grade 2 > Section 3 > Unit 4 > Lesson 1: Corner Grocery Store > READ / SING Melodic Leaps
	Grade 2 > Section 3 > Unit 4 > Lesson 2: On Top of Spaghetti > READ Tied Notes
	Grade 2 > Section 3 > Unit 4 > Lesson 6: The Food Song > SING / PERFORM The Food Song
	Grade 2 > Section 3 > Unit 5 > Lesson 3: San serení > SING San Sereni Clapping Steady Beat
	Grade 2 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > SING You Are My Sunshine
	Grade 2 > Section 4 > Unit 3 > Lesson 9: Purim > SING Ani Purim
	Grade 2 > Section 4 > Unit 4 > Lesson 1: Earth Day > PLAY Big Beautiful Planet
	Grade 2 > Section 4 > Unit 4 > Lesson 2: Seasonal Songs > SING Welcome Is the Month of May
	Grade 2 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > SING Bahay Kubo
MU.Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.	Grade 2 > Section 1 > Unit 1 > Lesson 1: Step to the Beat > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 1 > Lesson 4: Reading So and Mi > WRAP UP
	Grade 2 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > SING Step into the Spotlight
	Grade 2 > Section 1 > Unit 1 > Lesson 5: Read and Play Rhythms > MUSIC SKILLS Play and Sing
	Grade 2 > Section 1 > Unit 1 > Lesson 6: Loud and Soft in Music > LISTEN / SING Baby Beluga
	Grade 2 > Section 1 > Unit 2 > Opener: Musical Friends > SING You've Got a Friend in Me
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > PLAY The Mill Song
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > SING A la rueda de San Miguel
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > LISTEN Take Me Out to the Ball Game
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > SING Good Night, Sleep Tight
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > EVALUATE What a Wonderful World

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > INTRODUCTION Asia
	Grade 2 > Section 1 > Unit 3 > Lesson 5: Crescendo in Europe! > WRAP UP
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > PLAY Oma Rapeti
	Grade 2 > Section 1 > Unit 3 > Lesson 7: Expressive Dynamics in Antarctica > PLAY Three Little Penguins
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > SING En nuestra Tierra tan linda
	Grade 2 > Section 1 > Unit 3 > Lesson 8: Do Mi So in Our World > PLAY En nuestra Tierra tan linda
	Grade 2 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > SING / PLAY Old Woman and the Pig
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > SING There's a Hole in the Bucket
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > READ El zapatero
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > SING / MOVE Mein Hut
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > SING Mister Rabbit, Mister Rabbit
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > SING Baby Nodja
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > SING We're Sailing Down the River
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > PERFORM We're Sailing Down the River
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > SING Dumplin's
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > MUSIC SKILLS Orff Instruments
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > READ / IDENTIFY Orff Instruments
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > MOVE Jugaremos en el bosque
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > SING Sing! Sing! Sing!
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > PLAY Going Over the Sea
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > WRAP UP
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > PORTFOLIO Creative Unit Project
	Grade 2 > Section 2 > Unit 1 > Lesson 2: So and Mi > READ / SING Say Your Name
	Grade 2 > Section 2 > Unit 1 > Lesson 4: Silent Beat > READ / EVALUATE Hey, Hey, Look at Me
	Grade 2 > Section 2 > Unit 2 > Lesson 1: La > PLAY Plainsies, Clapsies
	Grade 2 > Section 2 > Unit 2 > Lesson 2: Mi-La Leap > SING Red Rover
	Grade 2 > Section 2 > Unit 3 > Lesson 1: Do > WRAP UP

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 2 > Unit 3 > Lesson 5: Do Mi So La > READ / SING King's Land
	Grade 2 > Section 2 > Unit 4 > Lesson 1: Re > READ / SING Hop, Old Squirrel
	Grade 2 > Section 2 > Unit 4 > Lesson 3: Do Re Mi So > SING Rover
	Grade 2 > Section 2 > Unit 4 > Lesson 5: Dotted Half Notes > READ Sailor, Sailor on the Sea
	Grade 2 > Section 2 > Unit 5 > Lesson 1: A Pentatonic Song > PLAY Ostinato with Here Comes a Bluebird
	Grade 2 > Section 2 > Unit 6 > Lesson 1: Game Songs in 2/Dotted-Quarter Note Meter > READ / SING Sally Go 'Round the Sun
	Grade 2 > Section 3 > Unit 2 > Lesson 1: The Great Outdoors > PERFORMANCE Teaching Harmony
	Grade 2 > Section 3 > Unit 2 > Lesson 2: Hakuna Matata > PROGRESS CHECKPOINT
	Grade 2 > Section 3 > Unit 2 > Lesson 2: Hakuna Matata > PROGRESS CHECKPOINT
	Grade 2 > Section 3 > Unit 2 > Lesson 3: Part of Your World > SING Part of Your World
	Grade 2 > Section 3 > Unit 2 > Lesson 4: Candle on the Water > MOVE Phrases
	Grade 2 > Section 3 > Unit 2 > Lesson 5: It's a Small World > SING It's A Small World
	Grade 2 > Section 3 > Unit 3 > Lesson 1: Four White Horses > PLAY Syncopated Patterns in Four White Horses
	Grade 2 > Section 3 > Unit 3 > Lesson 2: Chiu, chiu, chiu > SING Chiu, Chiu, Chiu
	Grade 2 > Section 3 > Unit 3 > Lesson 5: Caranguejo > SING Portuguese Verse of Caranguejo
	Grade 2 > Section 3 > Unit 3 > Lesson 6: A Place in the Choir > SING From Memory and with Expression
	Grade 2 > Section 3 > Unit 4 > Lesson 6: The Food Song > PROGRESS CHECKPOINT
	Grade 2 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING America
	Grade 2 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > INTRODUCTION There Are Many Flags in Many Lands
	Grade 2 > Section 4 > Unit 2 > Lesson 1: Harvest > INTRODUCTION Harvest
	Grade 2 > Section 4 > Unit 2 > Lesson 3: Halloween > WRAP UP
	Grade 2 > Section 4 > Unit 2 > Lesson 4: Thanksgiving > SING Thank You
	Grade 2 > Section 4 > Unit 3 > Lesson 3: Christmas > PERFORM I Saw Three Ships
	Grade 2 > Section 4 > Unit 3 > Lesson 5: Martin Luther King, Jr. Day > SING Martin Luther King, Jr.
	Grade 2 > Section 4 > Unit 3 > Lesson 6: Chinese New Year > SING Bei Fang Chre
	Grade 2 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > LISTEN / SING Skinnamarink
	Grade 2 > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > PLAY Sones de mariachi
MU.Pr6.1.2b Perform appropriately for the audience and purpose.	Grade 2 > Section ITS > Unit 1 > Lesson 2: Do-Re-Mi > SING Do-Re-Mi
	Grade 2 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > SING Patriotic Medley
	Grade 2 > Section 1 > Unit 1 > Lesson 1: Step to the Beat > SING I'm Gonna Sing
	Grade 2 > Section 1 > Unit 1 > Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms > WRAP UP
	Grade 2 > Section 1 > Unit 2 > Lesson 1: Beats in Sets of Two > WRAP UP
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > SING The Mill Song
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > INTRODUCTION
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > SING A Pat on the Back
	Grade 2 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > WRAP UP

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > SING / LISTEN Dal taro kacha
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > PLAY Australia's on the Wallaby
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > SING Oma Rapeti
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > WRAP UP
	Grade 2 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 1 > Unit 4 > Lesson 1: Celebrating with Meter in 3 Rhythms > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > MUSIC SKILLS Sing / Improvise / Orff Instruments
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 4: Reading Re > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > MOVE Sammy Sackett
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > INTRODUCTION
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > WRAP UP
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 5 > Opener: The Music in Us! > SING Everybody Has Music Inside
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 5 > Lesson 1: Meet the Dotted Quarter Note > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > SING Button, You Must Wander
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Lesson 4: Read and Play Pentatonic > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > PROGRESS CHECKPOINT
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Lesson 7: Moving with the Trombone > MOVE What Did Delaware?
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > WRAP UP
	Grade 2 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 2 > Section 1 > Unit 6 > Opener: Everything Grows > WRAP UP
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > WRAP UP
	Grade 2 > Section 1 > Unit 6 > Lesson 2: Read and Sing Do Re Mi So > PLAY Patterns with All Around the Buttercup
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > LISTEN Meter and Rhyming Words in Animal Fair
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > MOVE Animal Fair
	Grade 2 > Section 1 > Unit 6 > Lesson 4: Play and Sing Do Re Mi So and La > MOVE Here Comes Sally
	Grade 2 > Section 1 > Unit 6 > Lesson 6: Instrument Families > SING / IDENTIFY Instruments in En la feria San Juan
	Grade 2 > Section 1 > Unit 6 > Lesson 7: Steps, Skips, and Leaps > MUSIC SKILLS Play
	Grade 2 > Section 1 > Unit 6 > Lesson 8: The Shape of the Melody > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 2 > Unit 2 > Lesson 1: La > SING Plainsies, Clapsies
	Grade 2 > Section 2 > Unit 3 > Lesson 1: Do > SING Who Has the Penny?
	Grade 2 > Section 2 > Unit 3 > Lesson 2: More Practice with Do > READ / SING Mother, Mother

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 2 > Unit 3 > Lesson 3: La > READ / SING Daisy Chain
	Grade 2 > Section 2 > Unit 4 > Lesson 2: Mi Re Do > SING Nabe, Nabe, Soku, Nuke
	Grade 2 > Section 2 > Unit 4 > Lesson 4: Sing Do Re Mi So Game Songs > READ / SING Who's That Tapping at the Window?
	Grade 2 > Section 2 > Unit 5 > Lesson 2: Pentatonic Pitches > READ / SING Bow, Wow, Wow
	Grade 2 > Section 2 > Unit 6 > Lesson 1: Game Songs in 2/Dotted-Quarter Note Meter > WRAP UP
	Grade 2 > Section 2 > Unit 6 > Lesson 3: Read and Play 2/Dotted-Quarter Note Rhythms > PLAY Juan Pirulero
	Grade 2 > Section 3 > Unit 2 > Lesson 5: It's a Small World > PERFORMANCE Extra Refrains
	Grade 2 > Section 3 > Unit 3 > Lesson 1: Four White Horses > SING Four White Horses
	Grade 2 > Section 3 > Unit 4 > Lesson 1: Corner Grocery Store > PLAY Dotted Eighth and Sixteenth Notes
	Grade 2 > Section 3 > Unit 4 > Lesson 1: Corner Grocery Store > SING Dotted Eighth and Sixteenth Notes
	Grade 2 > Section 3 > Unit 4 > Lesson 5: Me gase boho > PROGRESS CHECKPOINT
	Grade 2 > Section 3 > Unit 5 > Lesson 1: Banyan Tree > SING / PERFORM Banyan Tree
	Grade 2 > Section 3 > Unit 5 > Lesson 4: The Tiki Tiki Tiki Room > SING Solo, Duet, Trio
	Grade 2 > Section 3 > Unit 6 > Lesson 2: Señor Coyote > PLAY Señor Coyote
	Grade 2 > Section 4 > Unit 2 > Lesson 1: Harvest > INTRODUCTION Apple Picker's Reel
	Grade 2 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING Skating
	Grade 2 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING In the Window
	Grade 2 > Section 4 > Unit 3 > Lesson 3: Christmas > SING Ésta sí que es Nochebuena
	Grade 2 > Section 4 > Unit 3 > Lesson 4: Kwanzaa > SING Hashewie
	Grade 2 > Section 4 > Unit 3 > Lesson 8: Presidents' Day > SING Who Chopped the Cherry Tree Down?
	Grade 2 > Section 4 > Unit 3 > Lesson 9: Purim > MOVE Ani Purim
	Grade 2 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > READ The Wee Falorie Man
	Grade 2 > Section 4 > Unit 4 > Lesson 1: Earth Day > SING Big Beautiful Planet
	Grade 2 > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > SING El palomo y la paloma
MU.Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	Grade 2 > Section 1 > Unit 2 > Music News: Spotlight Articles > EXTENSIONS Critical Thinking
	Grade 2 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > HISTORY AND CULTURE American Folk Songs
	Grade 2 > Section 1 > Unit 6 > Lesson 5: Rondo > MOVE Rondo Form in Rondo a capriccio
MU.Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.	Grade 2 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > SING Step into the Spotlight
	Grade 2 > Section 1 > Unit 1 > Opener: Together Through Music > UNIT THEME Together Through Music

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 1 > Lesson 7: Play Pitched Instruments > EVALUATE High and Low Sound
	Grade 2 > Section 1 > Unit 2 > Lesson 5: Call and Response > SING Pizza, Pizza, Daddy-O
	Grade 2 > Section 1 > Unit 2 > Lesson 7: Tone Color > REACHING ALL LEARNERS Gifted and Talented
	Grade 2 > Section 1 > Unit 3 > Lesson 3: Move to the Half Note in Africa > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > LISTEN Evening Party
	Grade 2 > Section 1 > Unit 3 > Music News: Spotlight Articles > LISTEN Concerto for Flute and Orchestra
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > SING There's a Hole in the Bucket
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > READ Melodies with Re
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 4 > Lesson 8: Read and Play Do, Re, Mi, and So > LISTEN You'll Sing a Song and I'll Sing a Song
	Grade 2 > Section 1 > Unit 5 > Lesson 7: Moving with the Trombone > MUSIC SKILLS Listen
	Grade 2 > Section 1 > Unit 5 > Music News: Spotlight Articles > HISTORY AND CULTURE Community Events
	Grade 2 > Section 1 > Unit 6 > Lesson 2: Read and Sing Do Re Mi So > MOVE Act Out the Story of The Farm
	Grade 2 > Section 2 > Unit 5 > Lesson 5: Read in 2/Dotted-Quarter Note Meter > IDENTIFY Repeat Signs in Merry-Go-Round
	Grade 2 > Section 3 > Unit 2 > Lesson 4: Candle on the Water > SING Dynamics
	Grade 2 > Section 3 > Unit 5 > Lesson 4: The Tiki Tiki Tiki Room > PLAY / SING Steady Beat / Ensemble
	Grade 2 > Section 3 > Unit 5 > Lesson 5: El tren > READ Verses of El tren
	Grade 2 > Section 4 > Unit 3 > Lesson 9: Purim > INTRODUCTION Cherkassiya
	Grade 2 > Section 4 > Unit 4 > Lesson 2: Seasonal Songs > INTRODUCTION Welcome Is the Month of May
<p>MU.Re8.1.A Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question: How do we discern the musical creators' and performers' expressive intent?</p>	Grade 2 > Section ITS > Unit 1 > Lesson 2: Do-Re-Mi > ANALYZE Opening Text
	Grade 2 > Section 1 > Unit 2 > Music News: Spotlight Articles > EVALUATE The Cat and the Mouse
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > ANALYZE What a Wonderful World
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > MOVE The Winter Wind
	Grade 2 > Section 1 > Unit 5 > Opener: The Music in Us! > PORTFOLIO Creative Unit Project Opener
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > DESCRIBE Advantages of Learning Folk Songs
<p>MU.Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.</p>	Grade 2 > Section 1 > Unit 1 > Lesson 6: Loud and Soft in Music > DESCRIBE Story and Instruments

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 1 > Lesson 8: What Is That Sound? > LISTEN Assembly Required
	Grade 2 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 2 > Opener: Musical Friends > DESCRIBE You've Got a Friend in Me
	Grade 2 > Section 1 > Unit 2 > Lesson 2: Meet a New Pitch Called La > ANALYZE Moulinet
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > Lesson 3: Strong Beat in Rhythm
	Grade 2 > Section 1 > Unit 2 > Lesson 8: ABA Form > WRAP UP
	Grade 2 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 3 > Opener: Our Musical World > LISTEN What a Wonderful World
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > UNIT THEME Your Turn, My Turn
	Grade 2 > Section 1 > Unit 4 > Opener: Your Turn, My Turn > LISTEN Tone Variations in Wake Up the Sun
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > MOVE The Winter Wind
	Grade 2 > Section 1 > Unit 4 > Lesson 3: Read and Play Dotted Half Notes > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > PLAY Rhythm Patterns
	Grade 2 > Section 1 > Unit 4 > Lesson 6: Sing and Play Do Re Mi So > ANALYZE Question and Answer Phrases
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > DESCRIBE Think!
	Grade 2 > Section 1 > Unit 4 > Music News: Spotlight Articles > LISTEN Peter and the Wolf / Dance Preludes
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > MOVE Mozart Horn Concerto No. 1
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > PLAY Pattern with Fünf Kleine Kanons
	Grade 2 > Section 2 > Unit 3 > Lesson 2: More Practice with Do > MOVEMENT Game for Mouse, Mousie
	Grade 2 > Section 2 > Unit 3 > Lesson 3: La > MOVEMENT Game for Daisy Chain
	Grade 2 > Section 2 > Unit 5 > Lesson 1: A Pentatonic Song > MOVEMENT Game for Here Comes a Bluebird
	Grade 2 > Section 2 > Unit 6 > Lesson 3: Read and Play 2/Dotted-Quarter Note Rhythms > MOVEMENT Game for Juan Pirulero
	Grade 2 > Section 3 > Unit 1 > Lesson 1: Seussical Junior > LINKS Language Arts
	Grade 2 > Section 3 > Unit 3 > Lesson 4: Yanai > PERFORM Movements and Dynamics with Yanai
	Grade 2 > Section 3 > Unit 6 > Lesson 3: Drum Magic > DESCRIBE Compare Two Similar Patterns
	Grade 2 > Section 4 > Unit 2 > Lesson 3: Halloween > INTRODUCTION This Is Halloween
	Grade 2 > Section 4 > Unit 2 > Lesson 3: Halloween > ANALYZE / MOVE Dynamics in In the Hall of the Mountain King
	Grade 2 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > MOVE Skating
MU.Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.	Grade 2 > Section 1 > Unit 1 > Lesson 6: Loud and Soft in Music > TEACHER TO TEACHER Found Sounds
	Grade 2 > Section 1 > Unit 1 > Music News: Spotlight Articles > EVALUATE The Flight of the Bumblebee
	Grade 2 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 2 > Section 1 > Unit 2 > Music News: Spotlight Articles > ANALYZE Vincent Yu
	Grade 2 > Section 1 > Unit 3 > Lesson 7: Expressive Dynamics in Antarctica > LISTEN Antarctica
	Grade 2 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 2 > Section 1 > Unit 4 > Lesson 5: Rhythms from the 1700s > LISTEN Minuet
	Grade 2 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 2 > Section 1 > Unit 4 > Music News: Spotlight Articles > EVALUATE Scherzo and Tarantella

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 5 > Lesson 5: Learn and Play Orff Instruments > PLAY Pattern with Fünf Kleine Kanons
	Grade 2 > Section 1 > Unit 5 > Lesson 8: Read and Move to Do Re Mi So La > COMPARE Melodic Motives
	Grade 2 > Section 1 > Unit 5 > Music News: Spotlight Articles > SPOTLIGHT ON CAREERS
	Grade 2 > Section 2 > Unit 1 > Lesson 5: Listen for So and Mi > READ Children's Dance Melodies
MU.Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr2.1.2a; MU.Cr3.2.2a; MU.Pr4.3.2a; MU.Re7.1.2a)	Grade 2 > Section 1 > Unit 1 > Music News: Spotlight Articles > EVALUATE The Flight of the Bumblebee
	Grade 2 > Section 1 > Unit 2 > Lesson 7: Tone Color > SCHOOL TO HOME Letter Home
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > WRAP UP
	Grade 2 > Section 1 > Unit 3 > Music News: Spotlight Articles > EVALUATE Concerto for Flute and Orchestra
	Grade 2 > Section 1 > Unit 5 > Music News: Spotlight Articles > EVALUATE Packington's Pound
MU.Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Cr1.1.2a; MU.Pr4.2.2a; MU.Pr6.1.2a; MU.Re7.2.2a; MU.Re9.1.2a)	Grade 2 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > LINKS Science
	Grade 2 > Section ITS > Unit 1 > Lesson 2: Do-Re-Mi > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section ITS > Unit 1 > Lesson 3: This Little Light of Mine > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section 1 > Unit 1 > Lesson 2: Sing Higher and Lower > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section 1 > Unit 1 > Lesson 2: Sing Higher and Lower > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section 1 > Unit 1 > Lesson 2: Sing Higher and Lower > COMPARE Music and Art
	Grade 2 > Section 1 > Unit 1 > Lesson 4: Reading So and Mi > HISTORY AND CULTURE Tabu
	Grade 2 > Section 1 > Unit 1 > Lesson 5: Read and Play Rhythms > LINKS Art Gallery
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section 1 > Unit 2 > Lesson 3: Strong Beat in Rhythm > WRAP UP
	Grade 2 > Section 1 > Unit 2 > Lesson 4: Reading Mi So La > LINKS Math
	Grade 2 > Section 1 > Unit 2 > Lesson 7: Tone Color > LINK Science
	Grade 2 > Section 1 > Unit 3 > Lesson 2: A New Pitch in South America > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section 1 > Unit 3 > Lesson 4: Pitches in Asia > WRAP UP

2nd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 2 > Section 1 > Unit 3 > Lesson 6: Play Half Notes in Australia > LISTEN Pukaea
	Grade 2 > Section 1 > Unit 4 > Lesson 2: Reading a New Pitch: Re > LINKS Math
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > LINKS Art Gallery
	Grade 2 > Section 1 > Unit 4 > Lesson 7: Folk Songs and Opera > LINKS Math
	Grade 2 > Section 1 > Unit 5 > Opener: The Music in Us! > LINKS Language Arts
	Grade 2 > Section 1 > Unit 5 > Lesson 2: Discover Pentatonic Scales > LINKS Language Arts
	Grade 2 > Section 1 > Unit 5 > Lesson 3: Game Songs with Meters in 3 and 2 > LINKS Art
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > HISTORY AND CULTURE Chinese Music
	Grade 2 > Section 1 > Unit 5 > Lesson 6: Practice with Pentatonic > LINKS Language Arts
	Grade 2 > Section 1 > Unit 5 > Lesson 7: Moving with the Trombone > LINKS Language Arts
	Grade 2 > Section 1 > Unit 6 > Lesson 1: Rhythm in the Seasons! > DESCRIBE Melodic Movement
	Grade 2 > Section 1 > Unit 6 > Lesson 3: Read and Play with a 2/Dotted-Quarter Note Bounce! > LINKS Art
	Grade 2 > Section 1 > Unit 6 > Lesson 6: Instrument Families > LINKS Theater
	Grade 2 > Section 1 > Unit 6 > Lesson 8: The Shape of the Melody > COMPARE Music and Art
	Grade 2 > Section 1 > Unit 6 > Lesson 8: The Shape of the Melody > SING Garden Song
	Grade 2 > Section 2 > Unit 5 > Lesson 3: Read These Songs > READ / SING Pairs or Pears
	Grade 2 > Section 2 > Unit 6 > Lesson 4: A Bird Sings in 2/Dotted-Quarter Note > READ I Heard a Bird Sing
	Grade 2 > Section 3 > Unit 1 > Lesson 1: Seussical Junior > INTELLECTUAL PROPERTY RIGHTS CONNECTIONS: C IN A CIRCLE
	Grade 2 > Section 3 > Unit 1 > Lesson 1: Seussical Junior > LINKS Art/Science
	Grade 2 > Section 3 > Unit 3 > Lesson 1: Four White Horses > HISTORY AND CULTURE The Caribbean
	Grade 2 > Section 3 > Unit 5 > Lesson 1: Banyan Tree > Lesson 1: Banyan Tree
	Grade 2 > Section 3 > Unit 5 > Lesson 1: Banyan Tree > LINKS Mathematics
	Grade 2 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > INTRODUCTION America
	Grade 2 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > INTRODUCTION Yankee Doodle
	Grade 2 > Section 4 > Unit 2 > Lesson 1: Harvest > LINKS Language Arts
	Grade 2 > Section 4 > Unit 3 > Lesson 3: Christmas > LINKS Theater
	Grade 2 > Section 4 > Unit 3 > Lesson 5: Martin Luther King, Jr. Day > REACHING ALL LEARNERS English Language Learners
	Grade 2 > Section 4 > Unit 3 > Lesson 8: Presidents' Day > LISTEN Washington's Birthday
	Grade 2 > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > HISTORY AND CULTURE Cinco de Mayo

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr1.1.3a Impvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > INTRODUCTION
	Grade 3 > Section 1 > Unit 1 > Music News: Spotlight Articles > FROM THE TOP
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > MUSIC SKILLS Recorder and Impvise
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > IMPROVISE Four-Beat Rhythm
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > WRAP UP
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > LINK Language Arts
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > IMPROVISE Question and Answer Phrases
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > CREATE Three-beat Body Percussion Pattern
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > MUSIC SKILLS Impvise
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > IMPROVISE G Pentatonic Melody
	Grade 3 > Section 2 > Unit 1 > Lesson 2: Sing Steps and Skips > MUSIC SKILLS Impvise, Recorder
	Grade 3 > Section 2 > Unit 2 > Lesson 4: Sing a Pentatonic Song > LESSON OVERVIEW
	Grade 3 > Section 2 > Unit 3 > Lesson 6: Keep the Beat in Four > MUSIC SKILLS Impvise
	Grade 3 > Section 2 > Unit 4 > Lesson 5: Answer That Rhythm > MUSIC SKILLS Impvise
	Grade 3 > Section 2 > Unit 5 > Lesson 5: Dotted Half Notes and Whole Notes > IMPROVISE Eight-Beat Question and Answer
	Grade 3 > Section 2 > Unit 6 > Lesson 1: A Song in Two > IMPROVISE Ostinato Accompaniments
	Grade 3 > Section 3 > Unit 5 > Lesson 1: Oh Mama Bakudala > MUSIC SKILLS Impvise
	Grade 3 > Section 3 > Unit 7 > Lesson 1: A Taste of the Zoo > IMPROVISE Motions
	Grade 3 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > IMPROVISE Out from the Wilderness
MU.Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	Grade 3 > Section ITS > Unit 1 > Lesson 3: One Small Voice > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > WRAP UP
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > COMPOSE Eight-Beat Rhythm Pattern
	Grade 3 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > SING El florón
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > PLAY Playalong
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > READ Half Notes

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > PLAY Playalong
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > MUSIC SKILLS Create
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > MOVE A Clock at Night
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > SING John Jacob Jingleheimer Schmidt
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > COMPOSE Eight-Beat Rhythm Pattern
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > PLAY Kum bachur
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > LISTEN Ballet of the Unhatched Chicks
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > MOVE Ballet of the Unhatched Chicks
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > MOVE Gi'Me Elbow Room
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > MOVE Create Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > MOVE Improvise Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > MOVE Butterfly Come Play with Me
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > MOVE Spinning Song
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 4 > Lesson 4: Rise Up to High Do > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > MUSIC SKILLS Notate
	Grade 3 > Section 1 > Unit 5 > Opener: Sing a Wish, Dance a Dream > MOVE Interpretive Movement
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > MOVE Movement Ostinatos
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > MUSIC SKILLS Notate
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > SING Tonal Center
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > MOVE Holiday for Strings
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > MOVE Limbo Rock
	Grade 3 > Section 2 > Unit 6 > Lesson 3: Canons in Two > MOVE Spider Webs
	Grade 3 > Section 2 > Unit 6 > Lesson 5: Follow the Melody, Listen for Form > MOVE Circus Music

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > COMPOSE 4-Section Form
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > ARRANGE Melody with Low so and Low la
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > LINKS Language Arts
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > MUSIC SKILLS Rhythm
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > COMPOSE Rondo
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > MUSIC SKILLS Create
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > MUSIC SKILLS Create
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > MUSIC SKILLS Create
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > COMPOSE Eight-beat Phrase
	Grade 3 > Section 2 > Unit 5 > Lesson 2: Start on a Pickup Note > MUSIC SKILLS Create, Play
	Grade 3 > Section 2 > Unit 5 > Lesson 7: Rhythms in Three > MUSIC SKILLS Listen, Create
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > PERFORM Rhythmic Pattern
	Grade 3 > Section 4 > Unit 2 > Lesson 4: Thanksgiving > MOVE My Friend Tom
MU.Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > MUSIC SKILLS Notate/Rhythm
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > NOTATE Compositions
	Grade 3 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > MUSIC SKILLS Notate
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > MUSIC SKILLS Notate
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > MUSIC SKILLS Pitch Syllables/Hand Signs and Compose
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > REACHING ALL LEARNERS Gifted and Talented

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 2 > Unit 1 > Lesson 2: Sing Steps and Skips > COMPOSE Melody
	Grade 3 > Section 2 > Unit 2 > Lesson 2: Do, Re, Mi, So, and La > COMPOSE Pentatonic Melody
	Grade 3 > Section 2 > Unit 2 > Lesson 2: Do, Re, Mi, So, and La > MUSIC SKILLS Compose
	Grade 3 > Section 2 > Unit 3 > Lesson 1: Name That Pitch > MUSIC SKILLS Compose, Play
	Grade 3 > Section 2 > Unit 3 > Lesson 7: A Pentatonic Song > MUSIC SKILLS Notate
	Grade 3 > Section 2 > Unit 3 > Lesson 8: Equal and Unequal > COMPOSE Melodies
	Grade 3 > Section 2 > Unit 4 > Lesson 1: Sixteenth Notes > MUSIC SKILLS Write, Play
	Grade 3 > Section 2 > Unit 4 > Lesson 5: Answer That Rhythm > COMPOSE Answer Rhythms
	Grade 3 > Section 2 > Unit 5 > Lesson 5: Dotted Half Notes and Whole Notes > MUSIC SKILLS Write
	Grade 3 > Section 2 > Unit 5 > Lesson 8: Rhythms of Celebration > MUSIC SKILLS Play, Notate, Play
	Grade 3 > Section 2 > Unit 6 > Lesson 2: Military Music in Two > MUSIC SKILLS Create
	Grade 3 > Section 2 > Unit 6 > Lesson 3: Canons in Two > MUSIC SKILLS Compose, Sing
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > MUSIC SKILLS Notate
	Grade 3 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > COMPOSE Ujamaa
MU.Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > MUSIC SKILLS Rhythm
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > PORTFOLIO Creative Unit Project

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.	Grade 3 > Section 1 > Unit 1 > Lesson 5: Different Sounds, Same Voice > PERFORM Apple Tree
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > PLAY Playalong
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > MUSIC SKILLS Conduct
	Grade 3 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > MUSIC SKILLS Rhythm
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > WRAP UP
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > MOVEMENT Creative Movement
	Grade 3 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > MOVE Limbo Rock
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > MUSIC SKILLS Play and Create
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 2 > Unit 5 > Lesson 5: Dotted Half Notes and Whole Notes > MUSIC SKILLS Write
MU.Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Grade 3 > Section 1 > Unit 1 > Lesson 6: The Color of Music > EVALUATE Instrument Choices
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > LISTEN Pata Pata
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > WRAP UP
	Grade 3 > Section 1 > Unit 2 > Music News: Spotlight Articles > EVALUATE Tableaux de Provence, Fourth Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > MOVE Afrakakraba
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > WRAP UP
	Grade 3 > Section 1 > Unit 5 > Music News: Spotlight Articles > SPOTLIGHT ON CAREERS Gail Boyd

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 6 > Opener: Express Yourself! > DESCRIBE Three Little Birds
	Grade 3 > Section 1 > Unit 6 > Lesson 2: Three to a Beat, a Mexican Treat > INTRODUCTION
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > MOVEMENT Cip-cip cücələrım
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > DESCRIBE Changing Tempos
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > PERFORM Body Percussion
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > LISTEN Pezinho
MU.Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.	Grade 3 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > LISTEN Patriotic Medley
	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > SING I's the B'y
	Grade 3 > Section 1 > Unit 1 > Lesson 5: Different Sounds, Same Voice > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > MOVE Guadalquivir
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > MOVE A B Form
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > ANALYZE Form
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > MOVE Nigun Atik
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > PLAY Nigun Atik
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > LISTEN Kum bachur
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > WRAP UP
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > MOVE Treasure Chests
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > LISTEN Les saluts
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > SING Butterfly Come Play with Me
	Grade 3 > Section 1 > Unit 4 > Opener: Music on the Go! > MOVE Body Percussion Pattern
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > MOVE Stevedore's Song
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > DESCRIBE Spinning Song
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > LISTEN There's a Little Wheel A-Turnin' in My Heart
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > MUSIC SKILLS Orff Instruments
	Grade 3 > Section 1 > Unit 4 > Lesson 4: Rise Up to High Do > DESCRIBE Pitch Higher Than la
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > DESCRIBE Riding in the Buggy
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > ANALYZE A and B Sections
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > READ Question Phrases
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > LISTEN Gypsy Rondo
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > MUSIC SKILLS Analyze
	Grade 3 > Section 2 > Unit 1 > Lesson 5: A Do-Re-Mi Tongue Twister > MUSIC SKILLS Form, Recorder
	Grade 3 > Section 2 > Unit 6 > Lesson 2: Military Music in Two > LISTEN Semper Fidelis
	Grade 3 > Section 2 > Unit 6 > Lesson 5: Follow the Melody, Listen for Form > READ Circus Music

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 2 > Unit 6 > Lesson 5: Follow the Melody, Listen for Form > MUSIC SKILLS Analyze
	Grade 3 > Section 3 > Unit 2 > Lesson 1: The Addams Family Theme > LISTEN Music Form
	Grade 3 > Section 3 > Unit 2 > Lesson 2: The Greatest Show on Earth > LISTEN Held Notes
	Grade 3 > Section 3 > Unit 2 > Lesson 3: The Rainbow Connection > DESCRIBE Song Markings
	Grade 3 > Section 3 > Unit 2 > Lesson 4: I'm a Believer > MUSIC SKILLS Write, Listen, Melody, Form
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > LISTEN The Herring
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > LISTEN Yellow Submarine
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > LISTEN I Walk in Beauty
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > SING I Walk in Beauty
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > MUSIC SKILLS Listen
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > ANALYZE Form Markings
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > LISTEN City Life
	Grade 3 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > MOVE Brafferton Village/Walsh's Hornpipe
	Grade 3 > Section 4 > Unit 4 > Lesson 3: Cinco De Mayo > ANALYZE Los mariachis
MU.Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > ANALYZE Chart and Symbols
	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > MOVE Rhythm Patterns
	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > PERFORM Rhythm of the Words
	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > WRAP UP
	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > LISTEN String of Pearls
	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > SING I's the B'y
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MUSIC SKILLS Play
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > MUSIC SKILLS Rhythm, Tone Color
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > SING Sweet Potatoes
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > SING Mi, Re, and Do
	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > READ Do, Re and Mi on Staff
	Grade 3 > Section 1 > Unit 1 > Lesson 5: Different Sounds, Same Voice > MUSIC SKILLS Read
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > READ Rhythm Patterns
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > READ Rhythm Patterns
	Grade 3 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > PLAY Instrumental Parts
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > READ Pitch Syllable Names
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > READ Pitch Syllables

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > MUSIC SKILLS Notate and Hand Signs
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > READ Rhythm Pattern
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > READ Countermelody Rhythms
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > READ Tied Quarter Notes and Half Notes
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > LISTEN Rattlesnake
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > MUSIC SKILLS Analyze and Create
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > READ Rhythms
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > LISTEN Bransle de Champagne
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > COMPARE Equal and Unequal Rhythms
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > READ New Pitches
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > MUSIC SKILLS Read and Pitch Syllables/Hand Signs
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > MUSIC SKILLS Notate and Play
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > READ Patterns with Low so and Low la
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > READ Rhythm Patterns
	Grade 3 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 3 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > DESCRIBE Number of Sounds to the Beat
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > MOVE Ostinato
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > PLAY Polly Wolly Doodle Playalong
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > PRONUNCIATION J'entends le moulin
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > READ Sixteenth-Note Rhythms
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > READ Ostinato with Song
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > PLAY Jasmine Flower
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > MUSIC SKILLS Read
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > READ Notation
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > SING Dinah
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > READ Question and Answer Notation
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > SING Oh, Susanna
	Grade 3 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 3 > Section 1 > Unit 5 > Opener: Sing a Wish, Dance a Dream > LISTEN Digga Digga Dog
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > ANALYZE Cielito lindo
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > READ Whole Notes and Whole Rests
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > PLAY Playalong

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > READ Ostinatos
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > READ Pitch Syllables
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > MUSIC SKILLS Read and Notate
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > READ Pitch Names
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > MUSIC SKILLS Play and Read
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > READ Paw-Paw Patch
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > PERFORM Two Ostinato Patterns
	Grade 3 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 3 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > MUSIC SKILLS Notate and Orff Instruments
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > READ Notation for Uno de enero
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > READ Ostinato Rhythms
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > PLAY Playalong
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > READ C Scale
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > ANALYZE Tonal Center
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > LISTEN Shoo Fly Pie and Apple Pan Dowdy
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > READ Body Percussion Pattern
	Grade 3 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 3 > Section 2 > Unit 1 > Lesson 1: A Mi-Re-Do Song > READ Rain Is Falling Down
	Grade 3 > Section 2 > Unit 1 > Lesson 2: Sing Steps and Skips > READ Frog in the Meadow
	Grade 3 > Section 2 > Unit 1 > Lesson 3: Play with Rhythms > READ Kuma San
	Grade 3 > Section 2 > Unit 1 > Lesson 4: Practice Reading Pitches > READ Who's That Yonder?
	Grade 3 > Section 2 > Unit 1 > Lesson 5: A Do-Re-Mi Tongue Twister > READ Woodchuck
	Grade 3 > Section 2 > Unit 2 > Lesson 1: Sing with an Added Pitch > READ Let Us Chase the Squirrel
	Grade 3 > Section 2 > Unit 2 > Lesson 2: Do, Re, Mi, So, and La > READ Coral
	Grade 3 > Section 2 > Unit 2 > Lesson 3: More Pentatonic Melodies > READ Frosty Weather
	Grade 3 > Section 2 > Unit 2 > Lesson 4: Sing a Pentatonic Song > READ I Have a Car
	Grade 3 > Section 2 > Unit 3 > Lesson 1: Name That Pitch > READ Old Mister Rabbit
	Grade 3 > Section 2 > Unit 3 > Lesson 2: Sing Low La > READ See the Rabbit Running
	Grade 3 > Section 2 > Unit 3 > Lesson 2: Sing Low La > MUSIC SKILLS Analyze
	Grade 3 > Section 2 > Unit 3 > Lesson 3: An Added Pitch > READ Vamos a la mar
	Grade 3 > Section 2 > Unit 3 > Lesson 4: Conduct in Two > READ Scotland's Burning
	Grade 3 > Section 2 > Unit 3 > Lesson 5: Sing With Low La and Low So > READ Kreely Kranky
	Grade 3 > Section 2 > Unit 3 > Lesson 6: Keep the Beat in Four > READ Cat and Dog
	Grade 3 > Section 2 > Unit 3 > Lesson 7: A Pentatonic Song > READ Turn the Glasses Over
	Grade 3 > Section 2 > Unit 3 > Lesson 8: Equal and Unequal > READ Chicka-ma, Chicka-ma, Craney Crow

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 2 > Unit 4 > Lesson 1: Sixteenth Notes > READ Golden Ring Around the Susan Girl
	Grade 3 > Section 2 > Unit 4 > Lesson 2: Play and Sing Sixteenth Notes > READ Chicken on the Fence Post
	Grade 3 > Section 2 > Unit 4 > Lesson 3: Sixteenth Notes and High Do > READ Clocks
	Grade 3 > Section 2 > Unit 4 > Lesson 3: Sixteenth Notes and High Do > READ Circle 'Round the Zero
	Grade 3 > Section 2 > Unit 4 > Lesson 3: Sixteenth Notes and High Do > READ One Potato, Two Potato
	Grade 3 > Section 2 > Unit 4 > Lesson 3: Sixteenth Notes and High Do > MUSIC SKILLS Read, Play
	Grade 3 > Section 2 > Unit 4 > Lesson 4: Practice What You Know > READ Jingle at the Window
	Grade 3 > Section 2 > Unit 4 > Lesson 5: Answer That Rhythm > READ Ding Dong Diggy Diggy Dong
	Grade 3 > Section 2 > Unit 4 > Lesson 6: Sing and Listen for High Do > READ Morning Bells
	Grade 3 > Section 2 > Unit 5 > Lesson 1: Play an Inner Hearing Game > READ Smoke Goes Up the Chimney
	Grade 3 > Section 2 > Unit 5 > Lesson 2: Start on a Pickup Note > READ I Lost the Farmer's Dairy Key
	Grade 3 > Section 2 > Unit 5 > Lesson 3: Eighth Notes and Eighth Rests > READ Que llueva
	Grade 3 > Section 2 > Unit 5 > Lesson 4: Whole Notes > READ Death of the Robin
	Grade 3 > Section 2 > Unit 5 > Lesson 4: Whole Notes > MUSIC SKILLS Read, Write
	Grade 3 > Section 2 > Unit 5 > Lesson 5: Dotted Half Notes and Whole Notes > READ Sweep, Sweep Away
	Grade 3 > Section 2 > Unit 5 > Lesson 6: Sing with Dotted Half Notes > READ Little Tommy Tinker
	Grade 3 > Section 2 > Unit 5 > Lesson 7: Rhythms in Three > READ My Horses Ain't Hungry
	Grade 3 > Section 2 > Unit 5 > Lesson 8: Rhythms of Celebration > READ Dide
	Grade 3 > Section 2 > Unit 6 > Lesson 1: A Song in Two > READ Old Roger
	Grade 3 > Section 2 > Unit 6 > Lesson 2: Military Music in Two > READ Taps
	Grade 3 > Section 2 > Unit 6 > Lesson 3: Canons in Two > READ Spider Webs
	Grade 3 > Section 2 > Unit 6 > Lesson 3: Canons in Two > READ Hello!
	Grade 3 > Section 2 > Unit 6 > Lesson 4: Tonal Centers > READ Cornstalk Fiddle and a Shoestring Bow
	Grade 3 > Section 2 > Unit 6 > Lesson 4: Tonal Centers > ANALYZE Countermelody
	Grade 3 > Section 2 > Unit 6 > Lesson 5: Follow the Melody, Listen for Form > READ Circus Music
	Grade 3 > Section 2 > Unit 6 > Lesson 6: Sing with Ties > READ Over My Head
	Grade 3 > Section 2 > Unit 6 > Lesson 7: Ties and Slurs > READ Trampin'
	Grade 3 > Section 2 > Unit 6 > Lesson 7: Ties and Slurs > MUSIC SKILLS Read, Sing, Orff
	Grade 3 > Section 3 > Unit 2 > Lesson 1: The Addams Family Theme > READ Quarter and Whole Rests
	Grade 3 > Section 3 > Unit 2 > Lesson 4: I'm a Believer > READ Natural and Sharp Symbols
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > SING Verse One of The Herring
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > PLAY Ostinato Patterns
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > IDENTIFY First Phrases in Song
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > ANALYZE Key and Tempo Changes
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > ANALYZE Key Changes and Dynamic Markings
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > READ Syncopated Rhythm

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > DESCRIBE Musical Symbols
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > READ Triplets
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > IDENTIFY Pitches and Meter
	Grade 3 > Section 3 > Unit 4 > Lesson 4: In Good Old Colony Times > COMPARE Melody of Verses and Refrain
	Grade 3 > Section 3 > Unit 5 > Lesson 1: Oh Mama Bakudala > SING Syncopated Rhythm Patterns
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > LISTEN Evergreen, Everblue
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > SING Phrase Rhythms
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > PLAY Rhythm Instruments
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > SING Melodic Leaps
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > READ Blue Notes
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > READ Two Staves
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > PERFORM Speech Patterns
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > SING Song 1
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > READ Triplet Pattern
	Grade 3 > Section 3 > Unit 7 > Lesson 1: A Taste of the Zoo > LISTEN Music Pattern
	Grade 3 > Section 3 > Unit 7 > Lesson 2: The Gebeta Board > SING Letter Names in Rhythm
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > PERFORM Additional Rhythm Patterns
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > LISTEN America, the Beautiful
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > SING Yankee Doodle Boy
	Grade 3 > Section 4 > Unit 2 > Lesson 2: Sukkot > ANALYZE Chag Asif
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > ANALYZE Rhythms of Song
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > ANALYZE Dynamic Markings
	Grade 3 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > SING Out from the Wilderness
	Grade 3 > Section 4 > Unit 4 > Lesson 3: Cinco De Mayo > ANALYZE Los mariachis
MU.Pr4.2.3c Describe how context (such as personal and social) can inform a performance.	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > LISTEN Tehahontanekenhnêha'
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > MOVE Rabbit Dance
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > INTRODUCTION
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > LISTEN Kum bachur
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > HISTORY AND CULTURE Ballet of the Unhatched Chicks
	Grade 3 > Section 1 > Unit 2 > Music News: Spotlight Articles > LISTEN Tableaux de Provence, Fourth Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > SING Little Sally Walker
	Grade 3 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > LISTEN Stevedore's Song
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > LISTEN Wang Ü Ger

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > SING Blow, Ye Winds, Blow
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > ANALYZE Let's Go Dancing
	Grade 3 > Section 1 > Unit 6 > Opener: Express Yourself! > DESCRIBE Styles of Music
	Grade 3 > Section 2 > Unit 2 > Lesson 2: Do, Re, Mi, So, and La > LISTEN Melody
	Grade 3 > Section 2 > Unit 2 > Lesson 3: More Pentatonic Melodies > LISTEN Morning Mood from Peer Gynt Suite No. 1, Op. 46
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > MUSIC SKILLS Listen
MU.Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	Grade 3 > Section 1 > Unit 1 > Lesson 5: Different Sounds, Same Voice > LINK Art Gallery
	Grade 3 > Section 1 > Unit 1 > Lesson 6: The Color of Music > WRAP UP
	Grade 3 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 3 > Section 1 > Unit 1 > Music News: Spotlight Articles > LISTEN Two Music Selections Using Guitar
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > ANALYZE Dynamics
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > PERFORM Dynamics
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > DESCRIBE Tempo
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > DESCRIBE Dynamics
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > WRAP UP
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > HISTORY AND CULTURE Instruments of the Orchestra
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > LISTEN Gi'Me Elbow Room
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > HISTORY AND CULTURE Fiddle
	Grade 3 > Section 1 > Unit 3 > Music News: Spotlight Articles > SPOTLIGHT ON THE BRASS QUINTET
	Grade 3 > Section 1 > Unit 4 > Music News: Spotlight Articles > FROM THE TOP
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > DESCRIBE Bella bimba
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > ANALYZE Tempo Changes
	Grade 3 > Section 3 > Unit 2 > Lesson 2: The Greatest Show on Earth > EVALUATE Performance
	Grade 3 > Section 3 > Unit 3 > Lesson 1: Ship Ahoy > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > ANALYZE Performances

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > ASSESSMENT Self-Evaluation
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 4: In Good Old Colony Times > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 4: In Good Old Colony Times > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 4: In Good Old Colony Times > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 1: Oh Mama Bakudala > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 1: Oh Mama Bakudala > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > SING Call-and-Response
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > PROGRESS CHECKPOINT

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > MUSIC SKILLS Listen
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > PERFORM City Life
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > PROGRESS CHECKPOINT
MU.Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > LINK Social Studies
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > PORTFOLIO Self-Evaluation
	Grade 3 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 1 > Music News: Spotlight Articles > EVALUATE The Funny Road
	Grade 3 > Section 1 > Unit 2 > Opener: The World Around You > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > HISTORY AND CULTURE Nonsense Songs
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 3 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 3 > Music News: Spotlight Articles > EVALUATE Concerto in B Minor, Second Movement
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > WRAP UP
	Grade 3 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > ASSESSMENT OPTIONS
	Grade 3 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Music News: Spotlight Articles > EVALUATE The Gold Ring
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > WRAP UP
	Grade 3 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 3 > Section 1 > Unit 5 > Music News: Spotlight Articles > EVALUATE Danse Profane
	Grade 3 > Section 1 > Unit 6 > Opener: Express Yourself! > PORTFOLIO Creative Unit Project Opener
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > THINK!
MU.Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > PROGRESS CHECKPOINT
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > PLAY Rhythm

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > READ Rhythms
	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > PLAY Playalong
	Grade 3 > Section 1 > Unit 1 > Lesson 6: The Color of Music > PLAY Playalong
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > SING Countermelody
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > WRAP UP
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > WRAP UP
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > MUSIC SKILLS Conduct
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > PLAY Accompaniment
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > SING La mar
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > MUSIC SKILLS Vocal Development
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > SING Stevedore's Song
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 4 > Lesson 4: Rise Up to High Do > MUSIC SKILLS Rhythm
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > SING Jasmine Flower
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > SING Pay Me My Money Down
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > SING Bella bimba
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > SING Night Song
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > PLAY Playalong
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > SING Ostinato Patterns with Song
	Grade 3 > Section 2 > Unit 1 > Lesson 2: Sing Steps and Skips > PLAY Ostinato
	Grade 3 > Section 2 > Unit 2 > Lesson 3: More Pentatonic Melodies > SING Ostinato
	Grade 3 > Section 2 > Unit 4 > Lesson 3: Sixteenth Notes and High Do > SING Circle 'Round the Zero
	Grade 3 > Section 2 > Unit 5 > Lesson 1: Play an Inner Hearing Game > SING Smoke Goes Up the Chimney
	Grade 3 > Section 2 > Unit 5 > Lesson 2: Start on a Pickup Note > SING I Lost the Farmer's Dairy Key
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > TEACHING SUGGESTIONS
	Grade 3 > Section 3 > Unit 2 > Lesson 1: The Addams Family Theme > PERFORM Rhythmic Pattern
	Grade 3 > Section 3 > Unit 3 > Lesson 1: Ship Ahoy > SING Voice Builder Exercise
	Grade 3 > Section 3 > Unit 3 > Lesson 1: Ship Ahoy > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 3 > Lesson 1: Ship Ahoy > SING Proper Technique
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > SING Octave Jump
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > SING Articulation
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > MUSIC SKILLS Vocal Development
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > PERFORM Uncle Jessie
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > SING Long Phrases with Breath Control

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > SING Evergreen, Everblue
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > SING Practice Correct Rhythms
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > SING Vowels
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > SING Correct Rhythms
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > SING Flip, Flop and Fly
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > SING Staccato and Vocal Slide
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > PERFORM Two Parts
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > SING Look High, Look Low
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > SING Canon
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > SING Parts with Dynamics
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > PERFORM Look High, Look Low
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > PERFORM Happy Sack Song
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > PLAY You're a Grand Old Flag
	Grade 3 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > PERFORM Una de dola
	Grade 3 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > SING Gong xi fa cai
MU.Pr6.1.3a Perform music with expression and technical accuracy.	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > LINK Social Studies
	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > SING Chan mali chan
	Grade 3 > Section 1 > Unit 1 > Opener: Music for the Fun of It! > SING Simon Says
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > SING Step into the Spotlight
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > SING I've Been Working on the Railroad
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > WRAP UP
	Grade 3 > Section ITS > Unit 1 > Lesson 3: One Small Voice > MUSIC SKILLS Vocal Development
	Grade 3 > Section ITS > Unit 1 > Lesson 3: One Small Voice > SING One Small Voice
	Grade 3 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > SING Patriotic Medley
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > SING Sweet Potatoes
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > READ Rhythms
	Grade 3 > Section 1 > Unit 1 > Lesson 5: Different Sounds, Same Voice > SING Egy úveg alma
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > SING De aquel cerro
	Grade 3 > Section 1 > Unit 2 > Opener: The World Around You > SING Music of the World A-Turnin'
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > SING Sun Don't Set in the Mornin'
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > SING El florón
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > SING Tanabata
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > SING Tanabata
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > SING La cloche
	Grade 3 > Section 1 > Unit 3 > Opener: Tunes, Tales, and Traditions > SING Colors of the Wind

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > SING Throw It Out the Window
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > WRAP UP
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > SING En roulant ma boule
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > SING Crawdad Song
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > SING En roulant ma boule
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > SING Lukey's Boat
	Grade 3 > Section 1 > Unit 4 > Opener: Music on the Go! > SING Movin' Right Along
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > SING Riding in the Buggy
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > SING Polly Wolly Doodle
	Grade 3 > Section 1 > Unit 4 > Lesson 4: Rise Up to High Do > SING Riding in the Buggy
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > SING Oleanna
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > SING Oh, Susanna
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > SING Boll Weevil
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > REACHING ALL LEARNERS Gifted and Talented
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > PLAY Dotted Half Notes
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > SING The Marvelous Toy
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > PLAY Ostinatos
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > WRAP UP
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > SING Night Song
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > READ Paw-Paw Patch
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > SING Let's Go Dancing
	Grade 3 > Section 1 > Unit 6 > Opener: Express Yourself! > SING Three Little Birds
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > SING Charlie
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > PRONUNCIATION El nido
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > SING One More River
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > SING Kalinka
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > WRAP UP
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > SING Shoo Fly Pie and Apple Pan Dowdy
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > DESCRIBE Limerick
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > SING La bamba
	Grade 3 > Section 2 > Unit 4 > Lesson 4: Practice What You Know > SING Jingle at the Window
	Grade 3 > Section 2 > Unit 6 > Lesson 6: Sing with Ties > PERFORM Ostinato
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > TEACHING SUGGESTIONS
	Grade 3 > Section 3 > Unit 2 > Lesson 1: The Addams Family Theme > MUSIC SKILLS Vocal Development, Tone Color
	Grade 3 > Section 3 > Unit 2 > Lesson 3: The Rainbow Connection > SING Phrasing
	Grade 3 > Section 3 > Unit 2 > Lesson 3: The Rainbow Connection > MUSIC SKILLS Vocal Development

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 3 > Unit 2 > Lesson 3: The Rainbow Connection > SING Dynamics
	Grade 3 > Section 3 > Unit 2 > Lesson 4: I'm a Believer > SING I'm a Believer
	Grade 3 > Section 3 > Unit 2 > Lesson 4: I'm a Believer > SING Proper Singing Guidelines
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > SING Posture and Breath Support
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > ANALYZE Tie and Slur Markings
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > SING The Minuteman Minute Song
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > SING Parts and Solo
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > SING Buffalo Dance Entrance Song
	Grade 3 > Section 3 > Unit 4 > Lesson 4: In Good Old Colony Times > SING In Good Old Colony Times
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > SING Uncle Jessie
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > SING Recycle Rap
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > SING Echo-Sing
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > SING Song 2
	Grade 3 > Section 3 > Unit 7 > Lesson 1: A Taste of the Zoo > INTRODUCTION
	Grade 3 > Section 3 > Unit 7 > Lesson 1: A Taste of the Zoo > PLAY Music Patterns
	Grade 3 > Section 3 > Unit 7 > Lesson 1: A Taste of the Zoo > PERFORM Poem and Musical Patterns
	Grade 3 > Section 3 > Unit 7 > Lesson 2: The Gebeta Board > PLAY Xylophone Patterns
	Grade 3 > Section 3 > Unit 7 > Lesson 2: The Gebeta Board > PERFORMANCE Give Your Love Away
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > PLAY Music Patterns for Isabella
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > SING Sad Sack Song
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > PLAY Instrument Patterns for Sad Sack Song
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > PERFORM Story with Music
	Grade 3 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > PERFORM Una de dola
	Grade 3 > Section 4 > Unit 2 > Lesson 2: Sukkot > PLAY Chag Asif
	Grade 3 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > SING I'm On My Way
	Grade 3 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > PERFORM Lincoln
	Grade 3 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > SING Mrs. Murphy's Chowder
	Grade 3 > Section 4 > Unit 4 > Lesson 2: Earth Day > SING Just Like the Sun
	Grade 3 > Section 4 > Unit 4 > Lesson 3: Cinco De Mayo > SING El atole
MU.Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > SING Billy
	Grade 3 > Section 1 > Unit 1 > Music News: Spotlight Articles > LISTEN The Funny Road
	Grade 3 > Section 1 > Unit 2 > Music News: Spotlight Articles > LISTEN Tableaux de Provence, Fourth Movement
	Grade 3 > Section 1 > Unit 2 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Sitting Well
	Grade 3 > Section 1 > Unit 3 > Music News: Spotlight Articles > LISTEN Concerto in B Minor, Second Movement

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 3 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Noise Prevention
	Grade 3 > Section 1 > Unit 4 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Encore!
	Grade 3 > Section 1 > Unit 4 > Music News: Spotlight Articles > LISTEN The Gold Ring
	Grade 3 > Section 3 > Unit 2 > Lesson 4: I'm a Believer > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > AUDIENCE ETIQUETTE Performers and Audience
	Grade 3 > Section 3 > Unit 6 > Lesson 4: City Life (with "I Love the Mountains") > PERFORMANCE Stage Appearance
MU.Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > SING Step into the Spotlight
	Grade 3 > Section 1 > Unit 1 > Opener: Music for the Fun of It! > HISTORY AND CULTURE Royal Pair
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > HISTORY AND CULTURE The Transcontinental Railroad
	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > HISTORY AND CULTURE Singing and Clapping Games
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > WRAP UP
	Grade 3 > Section 1 > Unit 1 > Lesson 6: The Color of Music > HISTORY AND CULTURE Water Music
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > LISTEN Guadalquivir
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > SING Hey, Motswala
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > HISTORY AND CULTURE Iroquois Music and Dance
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > HISTORY AND CULTURE Spirituals
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > HISTORY AND CULTURE Gioacchino Rossini
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > HISTORY AND CULTURE Clocks
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > HISTORY AND CULTURE Scotland's National Instrument
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > MUSIC SKILLS Listen
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > HISTORY AND CULTURE The Bransle
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > HISTORY AND CULTURE Drums of Ghana
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > LISTEN Medley Polleritas
	Grade 3 > Section 1 > Unit 3 > Music News: Spotlight Articles > FROM THE TOP
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > HISTORY AND CULTURE Calypso Music
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > INTRODUCTION
	Grade 3 > Section 1 > Unit 4 > Lesson 4: Rise Up to High Do > LINK Social Studies
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > LINK Social Studies
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > HISTORY AND CULTURE Stephen Foster
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > HISTORY AND CULTURE Harpsichord
	Grade 3 > Section 1 > Unit 4 > Music News: Spotlight Articles > ANALYZE Eoghan Conway
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > DESCRIBE Wolfgang Amadeus Mozart

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > HISTORY AND CULTURE Train Songs
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > READ Pitch Names
	Grade 3 > Section 1 > Unit 6 > Opener: Express Yourself! > HISTORY AND CULTURE Bob Marley
	Grade 3 > Section 1 > Unit 6 > Lesson 2: Three to a Beat, a Mexican Treat > SING Uno de enero
	Grade 3 > Section 1 > Unit 6 > Lesson 2: Three to a Beat, a Mexican Treat > MOVE La raspa
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > HISTORY AND CULTURE Bim Bom
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > HISTORY AND CULTURE Sergei Prokofiev
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > HISTORY AND CULTURE Sammy Gallop
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > HISTORY AND CULTURE David Rose
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > SING One More River
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > HISTORY AND CULTURE The Limbo
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > HISTORY AND CULTURE La bamba
	Grade 3 > Section 2 > Unit 1 > Lesson 5: A Do-Re-Mi Tongue Twister > HISTORY AND CULTURE Groundhog Day
	Grade 3 > Section 2 > Unit 2 > Lesson 3: More Pentatonic Melodies > HISTORY AND CULTURE Edvard Grieg
	Grade 3 > Section 2 > Unit 5 > Lesson 3: Eighth Notes and Eighth Rests > READ Que llueva
	Grade 3 > Section 2 > Unit 5 > Lesson 5: Dotted Half Notes and Whole Notes > HISTORY AND CULTURE Creole Music
	Grade 3 > Section 2 > Unit 5 > Lesson 8: Rhythms of Celebration > READ Dide
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > MOVE America, the Beautiful
	Grade 3 > Section 4 > Unit 3 > Lesson 2: Hanukkah > LISTEN Oy Chanuke
	Grade 3 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > MOVEMENT Creative Movement
	Grade 3 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > MOVE May Day Carol
MU.Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).	Grade 3 > Section 1 > Unit 1 > Lesson 2: The Shape of Melody > ANALYZE Melodic Shape
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MOVEMENT Creative Movement
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MOVEMENT Patterned Movement
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > MOVEMENT Choreography
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > MOVEMENT Patterned Movement
	Grade 3 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 1 > Opener: Music for the Fun of It! > MOVE Simon Says
	Grade 3 > Section 1 > Unit 1 > Lesson 1: Follow the Rhythm > MOVE Billy
	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > INTRODUCTION
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 2 > Opener: The World Around You > MOVEMENT Patterned Movement

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > MOVE A B Form
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > MOVE Rabbit Dance
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > MOVE Nigun Atik
	Grade 3 > Section 1 > Unit 3 > Opener: Tunes, Tales, and Traditions > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > MOVE Raccoon Dance Song
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > DESCRIBE Equal and Unequal Beat Divisions
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > MOVE Les saluts
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > MOVE Bransle de Champagne
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > MOVE En roulant ma boule
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > MOVE Conduct in Two
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > MOVE Conduct in Four
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > ANALYZE Little Sally Walker
	Grade 3 > Section 1 > Unit 4 > Lesson 4: Rise Up to High Do > MOVE Rise Up Singin'
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > MOVE Her kommer vennen min
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > MOVE Woke Up This Morning
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > MOVE Tonal Center
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > MOVEMENT Patterned Movement
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > MOVEMENT Patterned Movement
	Grade 3 > Section 2 > Unit 3 > Lesson 5: Sing With Low La and Low So > MOVEMENT Creative Movement
	Grade 3 > Section 2 > Unit 3 > Lesson 7: A Pentatonic Song > MOVE Turn the Glasses Over
	Grade 3 > Section 2 > Unit 4 > Lesson 2: Play and Sing Sixteenth Notes > MOVEMENT Patterned Movement
	Grade 3 > Section 2 > Unit 5 > Lesson 1: Play an Inner Hearing Game > MOVEMENT Patterned Movement
	Grade 3 > Section 2 > Unit 6 > Lesson 6: Sing with Ties > MOVEMENT Patterned Movement
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > INTRODUCTION
	Grade 3 > Section 3 > Unit 4 > Lesson 4: In Good Old Colony Times > INTRODUCTION
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > INTRODUCTION
	Grade 3 > Section 3 > Unit 7 > Lesson 2: The Gebeta Board > HISTORY AND CULTURE Gebeta Game Board
	Grade 3 > Section 3 > Unit 4 > Lesson 5: Uncle Jessie > MOVEMENT Patterned Movement
MU.Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.	Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > MUSIC SKILLS Hand Signs and Pitch Syllables

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > SING Treasure Chests
	Grade 3 > Section 1 > Unit 3 > Lesson 2: Fiddling with Phrases > WRAP UP
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > HISTORY AND CULTURE Conductors
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > MUSIC SKILLS Create
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > LISTEN Norwegian Dance
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > MOVE Body Percussion Pattern
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > ANALYZE Boll Weevil
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > MOVE Conducting
	Grade 3 > Section 2 > Unit 3 > Lesson 4: Conduct in Two > READ Scotland's Burning
	Grade 3 > Section 3 > Unit 2 > Lesson 2: The Greatest Show on Earth > DESCRIBE D.C. al Fine
	Grade 3 > Section 3 > Unit 3 > Lesson 1: Ship Ahoy > DESCRIBE Fermatas
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > SING Song with Expression
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > SING Cues for Dynamics and Phrasing
	Grade 3 > Section 3 > Unit 7 > Lesson 2: The Gebeta Board > PERFORM Story with Music
	Grade 3 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > PLAY Flor de huevo
	Grade 3 > Section 4 > Unit 2 > Lesson 3: Halloween > PERFORM Boo!
MU.Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	Grade 3 > Section 1 > Unit 1 > Opener: Music for the Fun of It! > PORTFOLIO Creative Unit Project
	Grade 3 > Section 1 > Unit 1 > Lesson 6: The Color of Music > LISTEN Hornpipe
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > LISTEN William Tell Overture
	Grade 3 > Section 1 > Unit 2 > Lesson 8: Same and Different > LISTEN Ballet of the Unhatched Chicks
	Grade 3 > Section 1 > Unit 2 > Music News: Spotlight Articles > EVALUATE Tableaux de Provence, Fourth Movement
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > LISTEN Afrakakraba
	Grade 3 > Section 1 > Unit 4 > Opener: Music on the Go! > HISTORY AND CULTURE Kermit the Frog
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > LISTEN Minuet
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > WRAP UP
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > LISTEN Gigue
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > HISTORY AND CULTURE Johann Sebastian Bach
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > SING Wang Ü Ger
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > MOVE Let's Go Dancing
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > LISTEN Troika
	Grade 3 > Section 2 > Unit 3 > Lesson 8: Equal and Unequal > LISTEN Playful Pizzicato from Simple Symphony
	Grade 3 > Section 2 > Unit 4 > Lesson 2: Play and Sing Sixteenth Notes > LISTEN Batuque

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 2 > Unit 4 > Lesson 6: Sing and Listen for High Do > LISTEN The Galop of Sancho Panza's Donkey
	Grade 3 > Section 2 > Unit 6 > Lesson 2: Military Music in Two > HISTORY AND CULTURE John Philip Sousa
	Grade 3 > Section 3 > Unit 2 > Lesson 2: The Greatest Show on Earth > HISTORY AND CULTURE The Circus
	Grade 3 > Section 3 > Unit 4 > Lesson 1: The Minuteman Minute Song > INTRODUCTION
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > INTRODUCTION
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > MUSIC SKILLS Listen
	Grade 3 > Section 4 > Unit 2 > Lesson 3: Halloween > LISTEN Danse Macabre
<p>MU.Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr2.1.3a; MU.Cr3.2.3a; MU.Pr4.1.3a; MU.Pr4.3.3a; MU.Re7.1.3a)</p>	<p>Grade 3 > Section 1 > Unit 1 > Lesson 4: Move with Melody > HISTORY AND CULTURE Instrument of the Alps</p>
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > READ Rhythm Patterns
	Grade 3 > Section 1 > Unit 1 > Lesson 8: Rhythm All Around > HISTORY AND CULTURE Hey, Motswala
	Grade 3 > Section 1 > Unit 2 > Opener: The World Around You > Opener: The World Around You
	Grade 3 > Section 1 > Unit 2 > Opener: The World Around You > MOVE Sounds Around Us
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > HISTORY AND CULTURE Rattles
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > LISTEN Jerry Thundercloud McDonald
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > LISTEN Eh Soom Boo Kawaya
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > LINK Art
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > HISTORY AND CULTURE Sea Chanteys
	Grade 3 > Section 1 > Unit 4 > Opener: Music on the Go! > WRAP UP
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > SING Cielito lindo
	Grade 3 > Section 2 > Unit 3 > Lesson 8: Equal and Unequal > HISTORY AND CULTURE Benjamin Britten
	Grade 3 > Section 2 > Unit 4 > Lesson 2: Play and Sing Sixteenth Notes > HISTORY AND CULTURE Oscar Lorenzo Fernández
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > ABOUT THE MUSICAL AND MTI
	Grade 3 > Section 3 > Unit 3 > Lesson 2: The Herring > MUSIC SKILLS Listen
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > HISTORY AND CULTURE Lauren Frost
	Grade 3 > Section 4 > Unit 2 > Lesson 3: Halloween > MEET THE MUSICIAN Camille Saint-Saëns
	Grade 3 > Section 4 > Unit 3 > Lesson 2: Hanukkah > DISCUSS Yiddish
	Grade 3 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LISTEN Bohm

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Cr1.1.3a; MU.Pr4.2.3c; MU.Pr6.1.3b; MU.Re7.2.3a; MU.Re9.1.3a)	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > LISTEN Step into the Spotlight
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > LINK Art
	Grade 3 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > WRAP UP
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > LISTEN I've Been Working on the Railroad
	Grade 3 > Section ITS > Unit 1 > Lesson 2: I've Been Working on the Railroad > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section ITS > Unit 1 > Lesson 3: One Small Voice > LINK Social Studies
	Grade 3 > Section 1 > Unit 1 > Lesson 3: Rhythm Around the House > LINK Language Arts
	Grade 3 > Section 1 > Unit 1 > Lesson 6: The Color of Music > HISTORY AND CULTURE Water Music
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > HISTORY AND CULTURE Guadalquivir
	Grade 3 > Section 1 > Unit 1 > Lesson 7: Rhythm of the Andes > HISTORY AND CULTURE Bombo
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > HISTORY AND CULTURE Form
	Grade 3 > Section 1 > Unit 2 > Lesson 1: Focus on Form > LINK Science
	Grade 3 > Section 1 > Unit 2 > Lesson 2: Rhythm for a Reason > LINK Social Studies
	Grade 3 > Section 1 > Unit 2 > Lesson 3: Searching for Pitches > LINK Language Arts
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > LINK Science
	Grade 3 > Section 1 > Unit 2 > Lesson 4: Time and a Half Note > LINK Theater
	Grade 3 > Section 1 > Unit 2 > Lesson 5: The Nature of Sound > LINK Language Arts
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > LINK Mathematics
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > LINK Language Arts
	Grade 3 > Section 1 > Unit 2 > Lesson 6: It's About Time! > LINK Art
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > LINK Social Studies
	Grade 3 > Section 1 > Unit 2 > Lesson 7: What's the Connection? > LINK Patterns
	Grade 3 > Section 1 > Unit 3 > Opener: Tunes, Tales, and Traditions > LINK Social Studies
	Grade 3 > Section 1 > Unit 3 > Lesson 1: Treasure Your Tradition > LINK Language Arts
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > LINK Social Studies
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > HISTORY AND CULTURE Nursery Rhymes
	Grade 3 > Section 1 > Unit 3 > Lesson 3: Step in Time > LINK Mathematics
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > DESCRIBE Cumberland Gap
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > LINK Social Studies

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 3 > Lesson 4: Finding New Pitches > LINK Art
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > LISTEN Afrakakraba
	Grade 3 > Section 1 > Unit 3 > Lesson 5: Traditions Near and Far > LINK Social Studies
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > LINK Science
	Grade 3 > Section 1 > Unit 3 > Lesson 6: Conduct Your Own Investigation! > LINK Social Studies
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > LINK Science
	Grade 3 > Section 1 > Unit 3 > Lesson 7: Move to the Rhythm > HISTORY AND CULTURE Career
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > LINK Social Studies
	Grade 3 > Section 1 > Unit 3 > Lesson 8: Fishing for Pitches > LINK Art
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > INTRODUCTION
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > LINK Social Studies
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > LINK Language Arts
	Grade 3 > Section 1 > Unit 4 > Lesson 1: Travel Phrases > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > LINKS Art
	Grade 3 > Section 1 > Unit 4 > Lesson 2: One Beat, Four Sounds > LINKS Language Arts
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > DESCRIBE Windmills
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > LINK Science
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section 1 > Unit 4 > Lesson 3: Round Goes the Windmill > LINK Social Studies
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > LISTEN Her kommer vennen min
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section 1 > Unit 4 > Lesson 5: A Trip to Norway > LINK Science
	Grade 3 > Section 1 > Unit 4 > Lesson 6: Melodies in Motion > HISTORY AND CULTURE Jasmine Flower
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > Link ART
	Grade 3 > Section 1 > Unit 4 > Lesson 7: Playin' on the Old Banjo > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section 1 > Unit 4 > Lesson 8: Rondo a Round > LINK Mathematics
	Grade 3 > Section 1 > Unit 5 > Opener: Sing a Wish, Dance a Dream > HISTORY AND CULTURE Science
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > INTRODUCTION
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > HISTORY AND CULTURE Emily Dickinson
	Grade 3 > Section 1 > Unit 5 > Lesson 1: Hopes and Dreams > LINK Reading
	Grade 3 > Section 1 > Unit 5 > Lesson 2: An Upbeat Day! > LINK Social Studies
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > LINK Social Studies
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > LINK Language Arts
	Grade 3 > Section 1 > Unit 5 > Lesson 3: Three to Get Ready! > ANALYZE Dotted Half Notes
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > LINK Physical Education
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > HISTORY AND CULTURE Civil Rights Movement

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 1 > Unit 5 > Lesson 4: What's the Whole Idea? > LINK Theater
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > LINK Social Studies
	Grade 3 > Section 1 > Unit 5 > Lesson 5: Would You Repeat That? > Curriculum Link: Art Connects to Music
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > LINK Science
	Grade 3 > Section 1 > Unit 5 > Lesson 6: Searching for Pitches > LINK Social Studies
	Grade 3 > Section 1 > Unit 5 > Lesson 7: Wish for a Fish! > LINK Health
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section 1 > Unit 5 > Lesson 8: Keeping Track of Rhythms > LINK Language Arts
	Grade 3 > Section 1 > Unit 6 > Lesson 1: Homeward Bound > LINK Science
	Grade 3 > Section 1 > Unit 6 > Lesson 2: Three to a Beat, a Mexican Treat > LINK Social Studies
	Grade 3 > Section 1 > Unit 6 > Lesson 2: Three to a Beat, a Mexican Treat > DESCRIBE Painting
	Grade 3 > Section 1 > Unit 6 > Lesson 2: Three to a Beat, a Mexican Treat > LINK Art Gallery
	Grade 3 > Section 1 > Unit 6 > Lesson 3: Something Old and Something New > LINK Social Studies
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > LINK Language Arts
	Grade 3 > Section 1 > Unit 6 > Lesson 4: On the Move! > LINK Science
	Grade 3 > Section 1 > Unit 6 > Lesson 5: Check Your Speed! > LINK Mathematics
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > LINK Health
	Grade 3 > Section 1 > Unit 6 > Lesson 6: Smooth Move > LINK Social Studies
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > DISCUSS Art Gallery
	Grade 3 > Section 1 > Unit 6 > Lesson 7: Singing Brazilian Style! > LINK Social Studies
	Grade 3 > Section 1 > Unit 6 > Lesson 8: Cook Up Your Own Rhythms! > LINK Language Arts
	Grade 3 > Section 2 > Unit 1 > Lesson 1: A Mi-Re-Do Song > LINK Language Arts
	Grade 3 > Section 2 > Unit 1 > Lesson 3: Play with Rhythms > READ Kuma San
	Grade 3 > Section 2 > Unit 2 > Lesson 3: More Pentatonic Melodies > LINK Art
	Grade 3 > Section 2 > Unit 2 > Lesson 4: Sing a Pentatonic Song > HISTORY AND CULTURE Early Cars
	Grade 3 > Section 2 > Unit 5 > Lesson 5: Dotted Half Notes and Whole Notes > LINK Science
	Grade 3 > Section 2 > Unit 6 > Lesson 5: Follow the Melody, Listen for Form > READ Circus Music
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > LINK Science
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > LINK Art
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > LINK Mathematics
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > LINK Social Studies
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > LINK Language Arts
	Grade 3 > Section 3 > Unit 1 > Lesson 1: Schoolhouse Rock Live! JR. > LINK Theater
	Grade 3 > Section 3 > Unit 2 > Lesson 1: The Addams Family Theme > LINK Reading
	Grade 3 > Section 3 > Unit 2 > Lesson 3: The Rainbow Connection > LINK Science
	Grade 3 > Section 3 > Unit 3 > Lesson 3: El arroyo que murmura > INTRODUCTION

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 3 > Unit 3 > Lesson 4: Yellow Submarine > INTRODUCTION
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > INTRODUCTION
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > HISTORY AND CULTURE Noah and the Dove
	Grade 3 > Section 3 > Unit 4 > Lesson 2: Open the Window, Noah > HISTORY AND CULTURE Fisk Jubilee Singers
	Grade 3 > Section 3 > Unit 4 > Lesson 3: Buffalo Dance Entrance Song > HISTORY AND CULTURE The Hopi People
	Grade 3 > Section 3 > Unit 5 > Lesson 1: Oh Mama Bakudala > SING Syncopated Rhythm Patterns
	Grade 3 > Section 3 > Unit 5 > Lesson 1: Oh Mama Bakudala > PROGRESS CHECKPOINT
	Grade 3 > Section 3 > Unit 5 > Lesson 2: I Walk in Beauty > HISTORY AND CULTURE Arlene Nofchissey Williams
	Grade 3 > Section 3 > Unit 5 > Lesson 3: Evergreen, Everblue > MUSIC SKILLS Listen, Play
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > INTRODUCTION
	Grade 3 > Section 3 > Unit 5 > Lesson 4: Recycle Rap > PERFORMANCE Program Idea
	Grade 3 > Section 3 > Unit 6 > Lesson 1: Consider Yourself > HISTORY AND CULTURE Lionel Bart
	Grade 3 > Section 3 > Unit 6 > Lesson 2: Flip, Flop and Fly > HISTORY AND CULTURE W. C. Handy
	Grade 3 > Section 3 > Unit 6 > Lesson 3: Look High, Look Low > LINK Art
	Grade 3 > Section 3 > Unit 7 > Lesson 2: The Gebeta Board > LINK Language Arts
	Grade 3 > Section 3 > Unit 7 > Lesson 3: Isabela and the Troll > LINK Art
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > REACHING ALL LEARNERS English Language Learners
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > HISTORY AND CULTURE Flag Day
	Grade 3 > Section 4 > Unit 1 > Lesson 1: Songs for Our Country > LINK Reading
	Grade 3 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > HISTORY AND CULTURE Celebrating Hispanic Heritage
	Grade 3 > Section 4 > Unit 2 > Lesson 2: Sukkot > HISTORY AND CULTURE Sukkot
	Grade 3 > Section 4 > Unit 2 > Lesson 3: Halloween > HISTORY AND CULTURE Trick or Treat
	Grade 3 > Section 4 > Unit 2 > Lesson 3: Halloween > LINK Art
	Grade 3 > Section 4 > Unit 2 > Lesson 4: Thanksgiving > HISTORY AND CULTURE Thanksgiving
	Grade 3 > Section 4 > Unit 2 > Lesson 4: Thanksgiving > LINK Social Studies
	Grade 3 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > HISTORY AND CULTURE Winter in the United States
	Grade 3 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINK Language Arts
	Grade 3 > Section 4 > Unit 3 > Lesson 2: Hanukkah > DISCUSS Yiddish
	Grade 3 > Section 4 > Unit 3 > Lesson 2: Hanukkah > HISTORY AND CULTURE Hanukkah
	Grade 3 > Section 4 > Unit 3 > Lesson 2: Hanukkah > HISTORY AND CULTURE Hanukkah Traditions
	Grade 3 > Section 4 > Unit 3 > Lesson 2: Hanukkah > LINK Art
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > HISTORY AND CULTURE Christmas
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > HISTORY AND CULTURE Santa Claus
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > HISTORY AND CULTURE Christmas
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > HISTORY AND CULTURE Spirituals
	Grade 3 > Section 4 > Unit 3 > Lesson 3: Christmas > LINK Social Studies

3rd Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 3 > Section 4 > Unit 3 > Lesson 4: Las posadas > HISTORY AND CULTURE Las posadas
	Grade 3 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LINK Language Arts
	Grade 3 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > HISTORY AND CULTURE Dr. Martin Luther King
	Grade 3 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > LINK Language Arts
	Grade 3 > Section 4 > Unit 3 > Lesson 7: Chinese New Year > HISTORY AND CULTURE The Chinese New Year
	Grade 3 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > LINK Art
	Grade 3 > Section 4 > Unit 3 > Lesson 8: Valentine's Day > HISTORY AND CULTURE Valentine's Day
	Grade 3 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > HISTORY AND CULTURE Presidents' Day
	Grade 3 > Section 4 > Unit 3 > Lesson 9: Presidents' Day > LINK Social Studies
	Grade 3 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > HISTORY AND CULTURE St. Patrick
	Grade 3 > Section 4 > Unit 3 > Lesson 10: St. Patrick's Day > LINK Social Studies
	Grade 3 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > LINK Science
	Grade 3 > Section 4 > Unit 4 > Lesson 2: Earth Day > HISTORY AND CULTURE Earth Day
	Grade 3 > Section 4 > Unit 4 > Lesson 3: Cinco De Mayo > HISTORY AND CULTURE Cinco de Mayo

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > SING Ame fure
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > MOVE Underwater Garden
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > IMPROVISE Interludes
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > MUSIC SKILLS Improve, Listen
	Grade 4 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > WRAP UP
	Grade 4 > Section 2 > Unit 1 > Lesson 6: Sing and Create Pentatonic Melodies > SING Green Gravel
MU.Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	Grade 4 > Section ITS > Unit 1 > Lesson 3: Grandma's Feather Bed > MUSIC SKILLS Improve, Play, Read
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > MUSIC SKILLS Notate
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > MIDI Li'l 'Liza Jane
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > IMPROVISE Poem Accompaniment
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > COMPOSE Adding Tone Colors
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > MIDI Turn Stubborn Ostinatos into Grooves
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > COMPOSE Ostinatos
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > MUSIC SKILLS Create, Tone Color, Pitch
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > MUSIC SKILLS Improve, Listen
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > IMPROVISE Responses
	Grade 4 > Section 1 > Unit 2 > Lesson 8: Joes and Jugs > CREATE 8-Beat Rhythm Pattern
	Grade 4 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 3 > Lesson 3: Searching for the New Pitch > MUSIC SKILLS Improve, Recorder
	Grade 4 > Section 1 > Unit 3 > Lesson 4: On the Rail to Meter > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > CREATE Rhythm Accompaniment
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > MUSIC SKILLS Create/Rhythm
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > MUSIC SKILLS Rhythm

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > COMPOSE 8-Beat Rhythm Patterns
	Grade 4 > Section 1 > Unit 5 > Lesson 4: Read a New Pitch > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 5 > Lesson 4: Read a New Pitch > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > MUSIC SKILLS Conduct, Write
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > MIDI When I Was Young
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > MIDI Swing That Tempo
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > COMPOSE Eight-measure Rhythm Pattern
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > MIDI Fusing Rock to Sounds
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > MUSIC SKILLS Create
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > MUSIC SKILLS Create and Harmony
	Grade 4 > Section 1 > Unit 6 > Lesson 5: Decorating with Sound > MUSIC SKILLS Create
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > MUSIC SKILLS Recorder, Notate, Write
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > LINKS Theater
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 2 > Unit 1 > Lesson 2: Sing with Do, Re, Mi > MIDI Long-Legged Sailor
	Grade 4 > Section 2 > Unit 1 > Lesson 3: More Do-Re-Mi Melodies > IMPROVISE Do-re-mi Melodies
	Grade 4 > Section 2 > Unit 1 > Lesson 4: Sing with So > MUSIC SKILLS Improvise, Create, Play
	Grade 4 > Section 2 > Unit 1 > Lesson 6: Sing and Create Pentatonic Melodies > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 2 > Lesson 1: Sing with Low So and Low La > MUSIC SKILLS Compose, Play
	Grade 4 > Section 2 > Unit 2 > Lesson 2: Sixteenth Notes > IMPROVISE Body Percussion Rhythm
	Grade 4 > Section 2 > Unit 4 > Lesson 1: Practice Syncopation > READ How Long the Train Been Gone?
	Grade 4 > Section 2 > Unit 4 > Lesson 2: Syncopation in Song > MUSIC SKILLS Improvise, Create, Play
	Grade 4 > Section 2 > Unit 4 > Lesson 3: Move to Syncopated Music > NOTATE Syncopated Patterns
	Grade 4 > Section 2 > Unit 4 > Lesson 7: A Pentatonic Spiritual > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 4 > Lesson 8: Practice Pitches and Rhythms > MUSIC SKILLS Notate
	Grade 4 > Section 2 > Unit 5 > Lesson 1: Another Dotted Rhythm Pattern > MUSIC SKILLS Improvise, Play
	Grade 4 > Section 2 > Unit 5 > Lesson 2: Practice with Rhythm Patterns > MUSIC SKILLS Improvise, Compose, Play
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > READ Old Paint
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > MUSIC SKILLS Notate, Compose
	Grade 4 > Section 2 > Unit 5 > Lesson 4: Sing with Ti > MUSIC SKILLS Read, Notate, Compose, Play
	Grade 4 > Section 2 > Unit 6 > Lesson 1: A Traditional Canon from Germany > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 6 > Lesson 3: A Song with a Different Tonal Center > MUSIC SKILLS Improvise, Recorder
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > MUSIC SKILLS Notate, Play
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > ANALYZE Note Ties
	Grade 4 > Section 3 > Unit 2 > Lesson 3: We Got the Beat > SING We Got the Beat
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > MUSIC SKILLS Analyze, Improvise
	Grade 4 > Section 3 > Unit 6 > Lesson 4: The Kettle Valley Line > PLAY Playalong
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MUSIC SKILLS Analyze, Read

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 4 > Unit 4 > Lesson 3: Earth Day > MUSIC SKILLS Improve
MU.Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > ARRANGE Patriotic Songs
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > MIDI Li'l 'Liza Jane
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > SING Ame fure
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > MUSIC SKILLS Compose
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > COMPOSE Adding Tone Colors
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > MIDI Turn Stubborn Ostinatos into Grooves
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > PROGRESS CHECKPOINT
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > MUSIC SKILLS Compose Ostinato
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 4 > Lesson 3: Singing a New Note > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > MUSIC SKILLS Read and Notate
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > IMPROVISE Melodies
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > MUSIC SKILLS Compose, Write, Recorder
	Grade 4 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > MIDI Sarasponda
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > MUSIC SKILLS Compose, Notate, Recorder
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > MUSIC SKILLS Play, Orff
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > COMPOSE New Melody
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > MUSIC SKILLS Compose
	Grade 4 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 2 > Unit 2 > Lesson 3: Perform Sixteenth Notes > MUSIC SKILLS Compose, Improvise
	Grade 4 > Section 2 > Unit 2 > Lesson 5: Create with Sixteenth Notes > COMPOSE ABA and ABACA
	Grade 4 > Section 2 > Unit 2 > Lesson 6: Sing Sixteenth Notes > IMPROVISE Rhythm Ostinato Patterns
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 4 > Lesson 3: Move to Syncopated Music > MUSIC SKILLS Improvise
	Grade 4 > Section 2 > Unit 4 > Lesson 3: Move to Syncopated Music > MOVEMENT Creative Movement
	Grade 4 > Section 2 > Unit 4 > Lesson 4: Use What You Know > MUSIC SKILLS Improvise, Notate, Play
	Grade 4 > Section 2 > Unit 4 > Lesson 6: Leap from Do to High Do > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 5 > Lesson 2: Practice with Rhythm Patterns > MUSIC SKILLS Improvise, Compose, Play
	Grade 4 > Section 2 > Unit 5 > Lesson 7: Create with the Major Scale > COMPOSE Melody
	Grade 4 > Section 2 > Unit 6 > Lesson 6: Create a Melody in a Minor Key > COMPOSE Melody in E minor
	Grade 4 > Section 2 > Unit 6 > Lesson 7: A Russian Melody in Minor > MUSIC SKILLS Compose, Recorder

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 2 > Unit 6 > Lesson 7: A Russian Melody in Minor > COMPOSE Melody in a Minor Key
	Grade 4 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > MUSIC SKILLS Notate, Create, Play
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > NOTATE Para pedir posada
MU.Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > MIDI Li'l 'Liza Jane
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > MUSIC SKILLS Improvise
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > MUSIC SKILLS Create, Tone Color, Pitch
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > MIDI Frog Went A-Courtin'
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > READ Sixteenth-Note Rhythms
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > MUSIC SKILLS Compose, Read, Rhythm, Play
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > WRAP UP
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > MIDI Water Come a Me Eye
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 3 > Lesson 6: The Loud and Soft of It! > MUSIC SKILLS Listen/Notate
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > CREATE Rhythm Accompaniment
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > MIDI Program Music for a Train Ride
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > EVALUATE Think!
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > MIDI Making Melodies
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > WRAP UP
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > COMPOSE 8-Beat Rhythm Patterns
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > MUSIC SKILLS Conduct, Write
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > MUSIC SKILLS Compose, Write, Recorder
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > COMPOSE Eight-measure Rhythm Pattern
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > MIDI Sarasponda
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > MUSIC SKILLS Play, Orff
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > MUSIC SKILLS Recorder, Notate, Write
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 2 > Unit 1 > Lesson 6: Sing and Create Pentatonic Melodies > SING Green Gravel
	Grade 4 > Section 2 > Unit 2 > Lesson 1: Sing with Low So and Low La > MUSIC SKILLS Compose, Play
	Grade 4 > Section 2 > Unit 2 > Lesson 5: Create with Sixteenth Notes > COMPOSE ABA and ABACA
	Grade 4 > Section 2 > Unit 3 > Lesson 4: More Rhythm Practice > MUSIC SKILLS Notate
	Grade 4 > Section 2 > Unit 3 > Lesson 6: More Practice with Fa > MIDI Musette
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 4 > Lesson 1: Practice Syncopation > READ How Long the Train Been Gone?

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 2 > Unit 4 > Lesson 3: Move to Syncopated Music > NOTATE Syncopated Patterns
	Grade 4 > Section 2 > Unit 4 > Lesson 4: Use What You Know > MUSIC SKILLS Improve, Notate, Play
	Grade 4 > Section 2 > Unit 4 > Lesson 7: A Pentatonic Spiritual > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 4 > Lesson 8: Practice Pitches and Rhythms > MUSIC SKILLS Notate
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > MUSIC SKILLS Notate, Compose
	Grade 4 > Section 2 > Unit 5 > Lesson 7: Create with the Major Scale > COMPOSE Melody
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > MUSIC SKILLS Notate, Play
	Grade 4 > Section 2 > Unit 6 > Lesson 6: Create a Melody in a Minor Key > COMPOSE Melody in E minor
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > ANALYZE Note Ties
	Grade 4 > Section 3 > Unit 6 > Lesson 4: The Kettle Valley Line > PLAY Playalong
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MUSIC SKILLS Analyze, Read
	Grade 4 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > MUSIC SKILLS Notate, Create, Play
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > NOTATE Para pedir posada
MU.Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.	Grade 4 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > MIDI Making Melodies
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > MUSIC SKILLS Conduct, Write
	Grade 4 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > MUSIC SKILLS Recorder, Notate, Write
	Grade 4 > Section 2 > Unit 4 > Lesson 7: A Pentatonic Spiritual > MUSIC SKILLS Compose
MU.Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.	Grade 4 > Section 1 > Unit 2 > Lesson 3: Lines or Spaces? > MIDI Create Music for an Action Movie
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > MUSIC SKILLS Compose, Read, Rhythm, Play
	Grade 4 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > MUSIC SKILLS Read and Notate
	Grade 4 > Section 1 > Unit 4 > Lesson 5: In the Mood for Harmony > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > MUSIC SKILLS Create/Rhythm
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > PROGRESS CHECKPOINT
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > MUSIC SKILLS Compose, Write, Recorder
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > COMPOSE Eight-measure Rhythm Pattern
	Grade 4 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > MUSIC SKILLS Create

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > MUSIC SKILLS Play, Orff
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > MUSIC SKILLS Recorder, Notate, Write
	Grade 4 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 2 > Unit 1 > Lesson 6: Sing and Create Pentatonic Melodies > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 4 > Lesson 7: A Pentatonic Spiritual > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 4 > Lesson 8: Practice Pitches and Rhythms > MUSIC SKILLS Notate
	Grade 4 > Section 2 > Unit 5 > Lesson 2: Practice with Rhythm Patterns > MUSIC SKILLS Improvise, Compose, Play
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > MUSIC SKILLS Notate, Compose
	Grade 4 > Section 2 > Unit 5 > Lesson 4: Sing with Ti > MUSIC SKILLS Read, Notate, Compose, Play
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > MUSIC SKILLS Notate, Play
	Grade 4 > Section 2 > Unit 6 > Lesson 6: Create a Melody in a Minor Key > COMPOSE Melody in E minor
	Grade 4 > Section 2 > Unit 6 > Lesson 7: A Russian Melody in Minor > COMPOSE Melody in a Minor Key
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > CREATE Diction Exercise with Staccato
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MUSIC SKILLS Analyze, Read
MU.Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > UNIT THEME Music for Everyone
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > MOVE Melodic Contour in Adagio
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > LISTEN Ame fure
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > DESCRIBE Dynamics, Mood, Message
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > MUSIC SKILLS Rhythm, Pitch
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > LISTEN Day-O
	Grade 4 > Section 1 > Unit 2 > Lesson 8: Joes and Jugs > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 2 > Music News: Spotlight Articles > FROM THE TOP
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > LISTEN Tinikling
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > TEACHER TO TEACHER Shared Singing
	Grade 4 > Section 1 > Unit 4 > Music News: Spotlight Articles > EVALUATE Summertime
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > DESCRIBE Unit Theme Song
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > LINK Social Studies
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > HISTORY AND CULTURE Early African American Music
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > HISTORY AND CULTURE David
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > HISTORY AND CULTURE The Underground Railroad
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN We Remember
	Grade 4 > Section 4 > Unit 2 > Lesson 2: Harvest > IDENTIFY Same and Different Phrases
MU.Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	Grade 4 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MUSIC SKILLS Rhythm

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MOVEMENT Choreography
	Grade 4 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > WRAP UP
	Grade 4 > Section ITS > Unit 1 > Lesson 3: Grandma's Feather Bed > MOVEMENT Patterned Movement
	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > LISTEN Patriotic Medley
	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > PIANO ACCOMPANIMENT Something for Me, Something for You
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > MOVE Something for Me, Something for You
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > MOVE Conduct
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > MUSIC SKILLS Rhythm, Conduct, Meter
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > READ Meter Signatures
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > MOVE Move with the Beat
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > MUSIC SKILLS Read, Listen
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > LISTEN A la puerta del cielo
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > PROGRESS CHECKPOINT
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > MUSIC SKILLS Rhythm, Listen
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > READ 4-Beat Patterns
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > MOVE Li'l Liza Jane
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > MUSIC SKILLS Analyze, Form, Vocal Development, and Read
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > MOVEMENT Background to Vinco
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > ANALYZE Phrases and Phrase Form
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > SING Allundé, Alluia
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > READ Rhythm Patterns
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > MIDI Frog Went A-Courtin'
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > DESCRIBE Tonal Center
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > SING Countermelody for Cotton-Eye Joe
	Grade 4 > Section 1 > Unit 2 > Lesson 3: Lines or Spaces? > LISTEN Sail Away, Ladies
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > LISTEN Badinerie
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > SING Hine Ma Tov
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > MOVE Erev Shel Shoshanim
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > PERFORM Movements to Cedar Swamp
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > WRAP UP
	Grade 4 > Section 1 > Unit 2 > Lesson 8: Joes and Jugs > MOVE Conduct

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 3 > Lesson 1: Rhythms on the Railway > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 3 > Lesson 1: Rhythms on the Railway > LISTEN Macnamara's Band
	Grade 4 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > PROGRESS CHECKPOINT
	Grade 4 > Section 1 > Unit 3 > Lesson 3: Searching for the New Pitch > READ Contredanse
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > ANALYZE I-V Chord Changes
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > SING Hey, Look Me Over
	Grade 4 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 4 > Section 1 > Unit 4 > Lesson 1: Leap Over the Rainbow > LISTEN Contrasts
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > SING Old Ark's A-Moverin'
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > LISTEN Peasant's Dancing Day
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > SING Old Ark's A-Moverin'
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > MUSIC SKILLS Rhythm, Orff
	Grade 4 > Section 1 > Unit 4 > Lesson 5: In the Mood for Harmony > MUSIC SKILLS Listen
	Grade 4 > Section 1 > Unit 4 > Lesson 5: In the Mood for Harmony > MOVE Chord Changes
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > SING Refrain with Body Percussion
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > ANALYZE Harmonic Patterns
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > MUSIC SKILLS Rhythm
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > MIDI Yankee Doodle
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > MOVE Downbeats
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > MOVE Nokken Danser
	Grade 4 > Section 1 > Unit 5 > Lesson 2: Major and Minor > SING Shabat Shalom
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > SING Viva la musica
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > ANALYZE Major and Minor Scales
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > SING Sarasponda
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > MUSIC SKILLS Create
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > LISTEN Mighty River
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > SING Bamboo
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > MOVEMENT Game
	Grade 4 > Section 1 > Unit 6 > Lesson 5: Decorating with Sound > LISTEN Hala lala layya
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > LISTEN Follow Your Dream
	Grade 4 > Section 2 > Unit 1 > Lesson 2: Sing with Do, Re, Mi > READ Long-legged Sailor
	Grade 4 > Section 2 > Unit 1 > Lesson 2: Sing with Do, Re, Mi > ANALYZE Melodic Movement
	Grade 4 > Section 2 > Unit 1 > Lesson 4: Sing with So > READ Sea Shell
	Grade 4 > Section 2 > Unit 1 > Lesson 4: Sing with So > MUSIC SKILLS Improvise, Create, Play
	Grade 4 > Section 2 > Unit 1 > Lesson 5: Sing a Pentatonic Song > MUSIC SKILLS Notate, Compose, Play
	Grade 4 > Section 2 > Unit 2 > Lesson 1: Sing with Low So and Low La > READ Hold My Mule
	Grade 4 > Section 2 > Unit 2 > Lesson 2: Sixteenth Notes > READ The Girl I Left Behind Me
	Grade 4 > Section 2 > Unit 2 > Lesson 4: A Different Tonal Center > MUSIC SKILLS Conduct, Read

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 2 > Unit 2 > Lesson 5: Create with Sixteenth Notes > LISTEN Magic Flute Overture
	Grade 4 > Section 2 > Unit 2 > Lesson 7: Listen for Sixteenth Notes > LISTEN "Galop" from The Comedians
	Grade 4 > Section 2 > Unit 3 > Lesson 1: A Game in a New Meter > READ Rhythm Patterns
	Grade 4 > Section 2 > Unit 3 > Lesson 2: Sing Unequal Rhythms > SING Goodbye, My Riley O
	Grade 4 > Section 2 > Unit 3 > Lesson 6: More Practice with Fa > PLAY Musette
	Grade 4 > Section 2 > Unit 3 > Lesson 6: More Practice with Fa > MIDI Musette
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > READ It Rained a Mist
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > MUSIC SKILLS Conduct
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > SING Theme from Haydn
	Grade 4 > Section 2 > Unit 4 > Lesson 3: Move to Syncopated Music > LISTEN Russian Sailor's Dance
	Grade 4 > Section 2 > Unit 4 > Lesson 7: A Pentatonic Spiritual > READ Train Is A-Coming
	Grade 4 > Section 2 > Unit 5 > Lesson 2: Practice with Rhythm Patterns > READ Goodbye Brother
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > LISTEN Cattle from The Plow That Broke the Plains
	Grade 4 > Section 2 > Unit 5 > Lesson 5: The Major Scale > READ All Through the Night
	Grade 4 > Section 2 > Unit 5 > Lesson 6: Accompany a Song with Chords > MUSIC SKILLS Read, Play, Notate
	Grade 4 > Section 2 > Unit 5 > Lesson 7: Create with the Major Scale > READ Oro, My Bodeen
	Grade 4 > Section 2 > Unit 6 > Lesson 1: A Traditional Canon from Germany > ANALYZE Tonal Center and Pitches
	Grade 4 > Section 2 > Unit 6 > Lesson 2: A Sea Chantey in F Major > READ Eight Bells
	Grade 4 > Section 2 > Unit 6 > Lesson 3: A Song with a Different Tonal Center > PLAY Ostinato
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > READ Rise Up, O Flame
	Grade 4 > Section 2 > Unit 6 > Lesson 3: A Song with a Different Tonal Center > ANALYZE Tonal Center
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > ANALYZE Tonal Center
	Grade 4 > Section 2 > Unit 6 > Lesson 5: A Song in Minor > ANALYZE ¿Quién es ese pajarito?
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > ANALYZE Song Form
	Grade 4 > Section 3 > Unit 2 > Lesson 3: We Got the Beat > SING Melody
	Grade 4 > Section 3 > Unit 2 > Lesson 4: The Loco-Motion > SING Correct Intonation
	Grade 4 > Section 3 > Unit 2 > Lesson 5: Twist and Shout > SING Accidentals and Syncopation
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > READ Notation
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > READ Symbols for Meter and Dynamics
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > MUSIC SKILLS Analyze, Improvise
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > LISTEN Circle of Song
	Grade 4 > Section 3 > Unit 5 > Lesson 3: E nānā kākou i nā manu > READ Rhythm and Melody
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > LISTEN This Train
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > DESCRIBE America
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MUSIC SKILLS Rhythm, Play
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MUSIC SKILLS Analyze, Read
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN America, My Homeland

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > SING Song of Thanksgiving
	Grade 4 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LISTEN December Nights, December Lights
	Grade 4 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > MUSIC SKILLS Analyze
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > LISTEN Para pedir posada
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > LISTEN Entren, santos peregrinos
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > READ Entren, santos peregrinos
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > LISTEN Once Upon a Christmastime
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > LISTEN Jolly Old St. Nicholas
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > MOVE Joy to the World
	Grade 4 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PERFORM Nia
	Grade 4 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > LISTEN I Will Be Your Friend
	Grade 4 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > IDENTIFY My Friend
	Grade 4 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > IDENTIFY Ritornello of Spring
	Grade 4 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > MUSIC SKILLS Tone Color, Tonality, Listen
	Grade 4 > Section 4 > Unit 4 > Lesson 2: Laotian New Year > LISTEN Dok Djampa
	Grade 4 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > LISTEN 'Ulili E
	Grade 4 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > SING 'Ulili E
MU.Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > READ Meter Signatures
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > SING Somos el barco
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > MUSIC SKILLS Read, Listen
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > ANALYZE Melodic Contours
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > PLAY Playalong
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > READ Using Pitch-Syllable Names
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > SING Morning Has Broken
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > SING Frog Went A-Courtin'
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > PERFORM Rhythmic Patterns
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > CREATE Rhythm Patterns
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > SING Cotton-Eye Joe
	Grade 4 > Section 1 > Unit 2 > Lesson 3: Lines or Spaces? > MUSIC SKILLS Hand Signs, Read, Notate
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > PLAY Accompaniment
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > LISTEN Badinerie
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > SING Most Done Ling'rin' Here
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > READ Playalong Rhythms
	Grade 4 > Section 1 > Unit 3 > Lesson 4: On the Rail to Meter > READ Rhythm Patterns
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > MUSIC SKILLS Sing, Analyze, Vocal Development, Play
	Grade 4 > Section 1 > Unit 4 > Lesson 1: Leap Over the Rainbow > PLAY Octaves
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > MOVE Old Ark's A-Moverin'
	Grade 4 > Section 1 > Unit 4 > Lesson 3: Singing a New Note > LISTEN Buckeye Jim

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > READ Short-Long-Short Pattern
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > MUSIC SKILLS Read and Notate
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > READ I Heard a Mockingbird
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > READ Syncopated Pattern
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > SING Three-part Round
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > NOTATE Rhythm Patterns
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > LISTEN Las mañanitas
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > ANALYZE Pitches and Tonality
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > PLAY Playalong
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > MUSIC SKILLS Analyze and Vocal Development
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > MUSIC SKILLS Compose, Notate, Recorder
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > MUSIC SKILLS Vocal Development and Read
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > READ Three-part Harmony
	Grade 4 > Section 1 > Unit 6 > Lesson 5: Decorating with Sound > SING Hala lala layya
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > LISTEN Walk in the Parlor
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > ANALYZE Major and Minor Sections
	Grade 4 > Section 2 > Unit 1 > Lesson 1: Practice Basic Rhythms > MUSIC SKILLS Pitch
	Grade 4 > Section 2 > Unit 1 > Lesson 2: Sing with Do, Re, Mi > READ Long-legged Sailor
	Grade 4 > Section 2 > Unit 1 > Lesson 4: Sing with So > LISTEN Old Aunt Dinah
	Grade 4 > Section 2 > Unit 2 > Lesson 1: Sing with Low So and Low La > ANALYZE Rhythms
	Grade 4 > Section 2 > Unit 2 > Lesson 2: Sixteenth Notes > READ The Girl I Left Behind Me
	Grade 4 > Section 2 > Unit 2 > Lesson 3: Perform Sixteenth Notes > PERFORM Molinillo de café
	Grade 4 > Section 2 > Unit 2 > Lesson 4: A Different Tonal Center > READ Rhythms in Folk Song
	Grade 4 > Section 2 > Unit 2 > Lesson 5: Create with Sixteenth Notes > SING Built My Lady a Fine Brick House
	Grade 4 > Section 2 > Unit 2 > Lesson 6: Sing Sixteenth Notes > SING Swapping Song
	Grade 4 > Section 2 > Unit 2 > Lesson 7: Listen for Sixteenth Notes > READ Rhythms
	Grade 4 > Section 2 > Unit 2 > Lesson 8: Use What You Know > READ Zum Gali Gali
	Grade 4 > Section 2 > Unit 3 > Lesson 3: A Sea Chantey in a New Meter > SING Heave-Ho, Me Laddies
	Grade 4 > Section 2 > Unit 3 > Lesson 4: More Rhythm Practice > READ The Derby Ram
	Grade 4 > Section 2 > Unit 3 > Lesson 6: More Practice with Fa > PLAY Musette
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > READ It Rained a Mist
	Grade 4 > Section 2 > Unit 4 > Lesson 1: Practice Syncopation > READ How Long the Train Been Gone?
	Grade 4 > Section 2 > Unit 4 > Lesson 2: Syncopation in Song > READ Dima
	Grade 4 > Section 2 > Unit 4 > Lesson 3: Move to Syncopated Music > READ Push Boat Song
	Grade 4 > Section 2 > Unit 4 > Lesson 4: Use What You Know > READ Big Bunch, a Little Bunch
	Grade 4 > Section 2 > Unit 4 > Lesson 5: Sing with High Do > READ Row, Row, Row Your Boat
	Grade 4 > Section 2 > Unit 4 > Lesson 6: Leap from Do to High Do > READ Oliver Cromwell
	Grade 4 > Section 2 > Unit 4 > Lesson 7: A Pentatonic Spiritual > READ Train Is A-Coming

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 2 > Unit 4 > Lesson 8: Practice Pitches and Rhythms > READ Hop Up and Jump Up
	Grade 4 > Section 2 > Unit 5 > Lesson 1: Another Dotted Rhythm Pattern > READ Chairs to Mend
	Grade 4 > Section 2 > Unit 5 > Lesson 2: Practice with Rhythm Patterns > READ Goodbye Brother
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > READ Old Paint
	Grade 4 > Section 2 > Unit 5 > Lesson 4: Sing with Ti > READ The Bell Doth Toll
	Grade 4 > Section 2 > Unit 5 > Lesson 6: Accompany a Song with Chords > READ Caballito blanco
	Grade 4 > Section 2 > Unit 5 > Lesson 7: Create with the Major Scale > READ Oro, My Bodeen
	Grade 4 > Section 2 > Unit 6 > Lesson 1: A Traditional Canon from Germany > READ Himmel und Erde
	Grade 4 > Section 2 > Unit 6 > Lesson 2: A Sea Chantey in F Major > READ Eight Bells
	Grade 4 > Section 2 > Unit 6 > Lesson 3: A Song with a Different Tonal Center > READ Old House
	Grade 4 > Section 2 > Unit 6 > Lesson 3: A Song with a Different Tonal Center > PLAY Ostinato
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > READ Rise Up, O Flame
	Grade 4 > Section 2 > Unit 6 > Lesson 4: A Song in D Minor > SING Canon
	Grade 4 > Section 2 > Unit 6 > Lesson 6: Create a Melody in a Minor Key > READ Korobushka
	Grade 4 > Section 2 > Unit 6 > Lesson 7: A Russian Melody in Minor > READ Beryoza
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > PERFORM Pitches and Rhythms
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > COMPARE / IDENTIFY Syncopations / Flats
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > ANALYZE Note Ties
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > SING Pitch Syllables
	Grade 4 > Section 3 > Unit 2 > Lesson 4: The Loco-Motion > READ Syncopated Rhythms
	Grade 4 > Section 3 > Unit 2 > Lesson 5: Twist and Shout > SING Accidentals and Syncopation
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > SING Melodic Patterns
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > SING Walking in the Air
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > READ Symbols for Meter and Dynamics
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > ANALYZE Syncopated Rhythms
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > SING Rhythm Pattern
	Grade 4 > Section 3 > Unit 4 > Lesson 4: Don't Let the Music Stop > SING Parts
	Grade 4 > Section 3 > Unit 5 > Lesson 3: E nānā kākou i nā manu > SING E nānā kākou i nā manu
	Grade 4 > Section 3 > Unit 5 > Lesson 4: Arroyito serrano > READ Rhythm Patterns
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > READ Syncopated Rhythm
	Grade 4 > Section 3 > Unit 6 > Lesson 5: La Yunsita > SING Refrain
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING America
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MUSIC SKILLS Rhythm, Play
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > READ America, My Homeland
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > ANALYZE Rhythms of Sing America (poem)
	Grade 4 > Section 4 > Unit 2 > Lesson 2: Harvest > READ Marken er mejet
	Grade 4 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > READ Over the River and Through the Wood

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > READ December Nights, December Lights
	Grade 4 > Section 4 > Unit 3 > Lesson 2: Hanukkah > READ S'vivon Sov
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > READ Joy to the World
	Grade 4 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PERFORM Nia
MU.Pr4.2.4c Explain how context (such as social and cultural) informs a performance.	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > PROGRAM IDEAS Music for Everyone
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > ANALYZE Repeated Melodies
	Grade 4 > Section 1 > Unit 2 > Lesson 3: Lines or Spaces? > LINK Language Arts
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > HISTORY AND CULTURE Call and Response
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > LISTEN Tinikling
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > HISTORY AND CULTURE Balkan Folk Songs
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > ANALYZE Music Qualities
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > DESCRIBE Unit Theme Song
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > LINK Social Studies
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > LINKS Social Studies
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > HISTORY AND CULTURE Norwegian Music
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > HISTORY AND CULTURE Katyusha
	Grade 4 > Section 3 > Unit 2 > Lesson 3: We Got the Beat > HISTORY AND CULTURE Rock and Roll Ancestors
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > INTRODUCTION
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > TRANSLATION Ogguere
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > HISTORY AND CULTURE The Underground Railroad
	Grade 4 > Section 3 > Unit 6 > Lesson 5: La Yunsita > LINK Social Studies
	Grade 4 > Section 4 > Unit 2 > Lesson 3: Vietnamese Mid-Autumn Festival > HISTORY AND CULTURE Festival Songs
MU.Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > LISTEN Shenandoah
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > LINK Social Studies
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > DESCRIBE Vocal Tone Colors
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > DESCRIBE Dynamics, Mood, Message
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > MIDI Early in the Morning at Eight O'Clock
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > ANALYZE Beat
	Grade 4 > Section 1 > Unit 5 > Lesson 2: Major and Minor > DESCRIBE Dance of the Mirlitons
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > ANALYZE A Tragic Story
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > EVALUATE Tempos
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > LISTEN What Can One Little Person Do?
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > LISTEN Sky Dances
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > LISTEN Sky Dances

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > DESCRIBE Song Articulation
	Grade 4 > Section 2 > Unit 1 > Lesson 5: Sing a Pentatonic Song > CREATE Interludes, Introductions, Codas
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > LISTEN La Chasse
	Grade 4 > Section 2 > Unit 5 > Lesson 5: The Major Scale > LISTEN All Through the Night
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING We Remember
MU.Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > EVALUATE Performance
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > EVALUATE Performance
	Grade 4 > Section 3 > Unit 4 > Lesson 4: Don't Let the Music Stop > EVALUATE Performance
	Grade 4 > Section 3 > Unit 5 > Lesson 3: E nānā kākou i nā manu > SING E nānā kākou i nā manu
	Grade 4 > Section 3 > Unit 6 > Lesson 3: Hitori > EVALUATE Performance
MU.Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > MUSIC SKILLS Vocal Development
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > PRONUNCIATION Somos el barco
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > SING A la puerta del cielo
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > WRAP UP
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > MUSIC SKILLS Pitch, Read, Recorder
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > DESCRIBE Tempo
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > SING Groups
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > PLAY Playalong
	Grade 4 > Section 3 > Unit 1 > Lesson 1: Annie JR. > TEACHING SUGGESTIONS
	Grade 4 > Section 3 > Unit 2 > Lesson 4: The Loco-Motion > SING Correct Intonation
	Grade 4 > Section 3 > Unit 2 > Lesson 5: Twist and Shout > SING Echo Parts
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > SING The Swing
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > DESCRIBE African American Spirituals
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > SING Articulation
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > SING Ogguere
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > SING Dynamic and Tempo Markings
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > SING Diction and Articulation
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > SING Parts
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > SING Articulation and Breath Control
	Grade 4 > Section 3 > Unit 5 > Lesson 3: E nānā kākou i nā manu > SING Vocal Blending

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.	Grade 4 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > SING Step Into the Spotlight
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > SING Shenandoah
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > MUSIC SKILLS Vocal Development
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > WRAP UP
	Grade 4 > Section ITS > Unit 1 > Lesson 3: Grandma's Feather Bed > SING Grandma's Feather Bed
	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > SING Patriotic Medley
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > SING Something for Me, Something for You
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > SING My Town, My World
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > MUSIC SKILLS Recorder
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > SING Bu-Vah
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > LISTEN Vinqo
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > SING Ame fure
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > SING Octopus's Garden
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > PLAY Instruments with Song
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > PLAY Ostinatos
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > COMPOSE Ostinatos
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > WRAP UP
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > SING Please, Mr. Postman
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > WRAP UP
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > PROGRESS CHECKPOINT
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > DESCRIBE Word Meanings
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > MUSIC SKILLS Recorder
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > COMPARE Tonal Centers
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > PERFORM Movements to Cedar Swamp
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > WRAP UP
	Grade 4 > Section 1 > Unit 3 > Lesson 1: Rhythms on the Railway > MUSIC SKILLS Rhythm and Sing
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > MUSIC SKILLS Play
	Grade 4 > Section 1 > Unit 3 > Lesson 3: Searching for the New Pitch > SING Love Somebody
	Grade 4 > Section 1 > Unit 3 > Lesson 3: Searching for the New Pitch > SING Pitch Syllables and Hand Signs
	Grade 4 > Section 1 > Unit 3 > Lesson 4: On the Rail to Meter > PERFORM A Modern Dragon
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > SING Sitsiritsit
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > PLAY Orff
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > PROGRESS CHECKPOINT
	Grade 4 > Section 1 > Unit 3 > Lesson 6: The Loud and Soft of It! > PERFORM Dynamic patterns
	Grade 4 > Section 1 > Unit 3 > Lesson 6: The Loud and Soft of It! > SING El manisero
	Grade 4 > Section 1 > Unit 3 > Lesson 6: The Loud and Soft of It! > PERFORM A Modern Dragon

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > PERFORM Achshav
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > MUSIC SKILLS Sing, Analyze, Vocal Development, Play
	Grade 4 > Section 1 > Unit 4 > Opener: Musical Discoveries > SING Happiness
	Grade 4 > Section 1 > Unit 4 > Opener: Musical Discoveries > WRAP UP
	Grade 4 > Section 1 > Unit 4 > Lesson 1: Leap Over the Rainbow > SING Over the Rainbow
	Grade 4 > Section 1 > Unit 4 > Lesson 1: Leap Over the Rainbow > MUSIC SKILLS Play, Sing
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > PLAY Rhythms Using Body Percussion
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > SING Peasant's Dancing Day
	Grade 4 > Section 1 > Unit 4 > Lesson 3: Singing a New Note > SING Buckeye Jim
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > SING Chicka Hanka
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > MUSIC SKILLS Rhythm, Orff
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > SING This Land Is Your Land
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > READ I Heard a Mockingbird
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > SING Yankee Doodle With Descant
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > PERFORM Take Time in Life
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > SING Just One Planet
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > SING Sansa kroma
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > WRAP UP
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > SING Roll On, Columbia
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > SING Katyusha
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > LISTEN The Old Carrion Crow
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > SING The Old Carrion Crow
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > SING What Can One Little Person Do?
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > WRAP UP
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > SING Sky Dances
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > DESCRIBE Fusion Music
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > MUSIC SKILLS Notate
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > WRAP UP
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > DESCRIBE Twee emmertjes
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > SING El barquito
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > LINK Art Gallery
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > SING Verse and Refrain
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > PLAY Bamboo Playalong
	Grade 4 > Section 1 > Unit 6 > Lesson 5: Decorating with Sound > SING Hala lala layya
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > LISTEN Walk in the Parlor

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > SING A la nanita nana
	Grade 4 > Section 2 > Unit 1 > Lesson 1: Practice Basic Rhythms > READ Rhythm Patterns
	Grade 4 > Section 2 > Unit 1 > Lesson 2: Sing with Do, Re, Mi > MUSIC SKILLS Read, Play
	Grade 4 > Section 2 > Unit 1 > Lesson 3: More Do-Re-Mi Melodies > READ Song Rhythms
	Grade 4 > Section 2 > Unit 1 > Lesson 3: More Do-Re-Mi Melodies > MUSIC SKILLS Recorder
	Grade 4 > Section 2 > Unit 1 > Lesson 4: Sing with So > READ Sea Shell
	Grade 4 > Section 2 > Unit 2 > Lesson 1: Sing with Low So and Low La > READ Hold My Mule
	Grade 4 > Section 2 > Unit 2 > Lesson 2: Sixteenth Notes > READ The Girl I Left Behind Me
	Grade 4 > Section 2 > Unit 2 > Lesson 4: A Different Tonal Center > SING Ridin' of a Goat, Leadin' of a Sheep
	Grade 4 > Section 2 > Unit 2 > Lesson 6: Sing Sixteenth Notes > SING Swapping Song
	Grade 4 > Section 2 > Unit 2 > Lesson 8: Use What You Know > SING Zum gali gali
	Grade 4 > Section 2 > Unit 3 > Lesson 4: More Rhythm Practice > READ The Derby Ram
	Grade 4 > Section 2 > Unit 3 > Lesson 5: Sing with Fa > READ Frère Jacques
	Grade 4 > Section 2 > Unit 3 > Lesson 5: Sing with Fa > SING Canon
	Grade 4 > Section 2 > Unit 3 > Lesson 6: More Practice with Fa > READ Who's Got a Fishpole?
	Grade 4 > Section 2 > Unit 4 > Lesson 2: Syncopation in Song > READ Dima
	Grade 4 > Section 2 > Unit 4 > Lesson 2: Syncopation in Song > PLAY Playalong
	Grade 4 > Section 2 > Unit 4 > Lesson 5: Sing with High Do > SING Canon
	Grade 4 > Section 2 > Unit 4 > Lesson 6: Leap from Do to High Do > PLAY Melodic Ostinato
	Grade 4 > Section 2 > Unit 5 > Lesson 1: Another Dotted Rhythm Pattern > READ Chairs to Mend
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > READ Old Paint
	Grade 4 > Section 2 > Unit 5 > Lesson 6: Accompany a Song with Chords > READ Caballito blanco
	Grade 4 > Section 2 > Unit 5 > Lesson 6: Accompany a Song with Chords > PLAY Accompaniment
	Grade 4 > Section 2 > Unit 5 > Lesson 6: Accompany a Song with Chords > MUSIC SKILLS Read, Play, Notate
	Grade 4 > Section 2 > Unit 6 > Lesson 1: A Traditional Canon from Germany > READ Himmel und Erde
	Grade 4 > Section 2 > Unit 6 > Lesson 3: A Song with a Different Tonal Center > READ Old House
	Grade 4 > Section 2 > Unit 6 > Lesson 5: A Song in Minor > SING ¿Quién es ese pajarito?
	Grade 4 > Section 2 > Unit 6 > Lesson 6: Create a Melody in a Minor Key > SING Korobushka
	Grade 4 > Section 2 > Unit 6 > Lesson 7: A Russian Melody in Minor > READ Beryoza
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > SING Two-bar Phrases
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > PERFORM Syncopated Rhythm
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > SING Pitch Syllables
	Grade 4 > Section 3 > Unit 2 > Lesson 2: Down at the Twist and Shout > SING Down at the Twist and Shout
	Grade 4 > Section 3 > Unit 2 > Lesson 3: We Got the Beat > SING Call-and-Response
	Grade 4 > Section 3 > Unit 2 > Lesson 4: The Loco-Motion > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 2 > Lesson 4: The Loco-Motion > SING Correct Intonation
	Grade 4 > Section 3 > Unit 3 > Lesson 1: The New Day > SING The New Day in Unison
	Grade 4 > Section 3 > Unit 3 > Lesson 1: The New Day > SING The New Day as a Round
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > SING Melodic Pattern

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > SING Head Tone
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > MUSIC SKILLS Vocal Development, Play, Listen
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > PERFORM Dynamic and Tempo Markings
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > SING The Swing
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > SING Blending and Dynamics
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > SING Little David Play on Your Harp
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > MUSIC SKILLS Vocal Development
	Grade 4 > Section 3 > Unit 3 > Lesson 4: Little David Play on Your Harp > SING Articulation
	Grade 4 > Section 3 > Unit 4 > Lesson 1: Wake Up Canon > SING Wake Up Canon in Unison
	Grade 4 > Section 3 > Unit 4 > Lesson 1: Wake Up Canon > SING Wake Up Canon as a Canon
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > SING Ogguere
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > SING Dynamic and Tempo Markings
	Grade 4 > Section 3 > Unit 5 > Lesson 1: Eagle > SING Eagle as a Canon
	Grade 4 > Section 3 > Unit 5 > Lesson 2: The Owl and the Cuckoo > SING The Owl and the Cuckoo in Unison
	Grade 4 > Section 3 > Unit 5 > Lesson 2: The Owl and the Cuckoo > SING The Owl and the Cuckoo as a Round
	Grade 4 > Section 3 > Unit 5 > Lesson 3: E nānā kākou i nā manu > SING Vocal Blending
	Grade 4 > Section 3 > Unit 5 > Lesson 4: Arroyito serrano > SING Arroyito serrano
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > SING Head Voice
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > SING This Train
	Grade 4 > Section 3 > Unit 6 > Lesson 2: Over the Sea to Skye > SING Intervals
	Grade 4 > Section 3 > Unit 6 > Lesson 2: Over the Sea to Skye > SING Over the Sea to Skye
	Grade 4 > Section 3 > Unit 6 > Lesson 3: Hitori > SING Parts on Pitch Syllables
	Grade 4 > Section 3 > Unit 6 > Lesson 3: Hitori > SING Hitori
	Grade 4 > Section 3 > Unit 6 > Lesson 4: The Kettle Valley Line > SING Text with Good Diction
	Grade 4 > Section 3 > Unit 6 > Lesson 4: The Kettle Valley Line > SING The Kettle Valley Line
	Grade 4 > Section 3 > Unit 6 > Lesson 4: The Kettle Valley Line > MUSIC SKILLS Vocal Development, Play
	Grade 4 > Section 3 > Unit 6 > Lesson 5: La Yunsita > SING Expression
	Grade 4 > Section 3 > Unit 6 > Lesson 5: La Yunsita > SING La Yunsita
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING The Star-Spangled Banner
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING We Remember
	Grade 4 > Section 4 > Unit 2 > Lesson 2: Harvest > SING Marken er mejet
	Grade 4 > Section 4 > Unit 2 > Lesson 3: Vietnamese Mid-Autumn Festival > SING Tết Trung
	Grade 4 > Section 4 > Unit 2 > Lesson 4: Halloween > SING The Boogie-Woogie Ghost
	Grade 4 > Section 4 > Unit 2 > Lesson 4: Halloween > MUSIC SKILLS Read, Play
	Grade 4 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > READ Over the River and Through the Wood
	Grade 4 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING December Nights, December Lights
	Grade 4 > Section 4 > Unit 3 > Lesson 2: Hanukkah > SING S'vivon Sov in Hebrew

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > SING Para pedir posada
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > SING Entren, santos peregrinos
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > PERFORM Once Upon a Christmastime
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > READ Jolly Old St. Nicholas
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > LISTEN Joy to the World
	Grade 4 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PLAY Nia
	Grade 4 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > SING We Shall Overcome
	Grade 4 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > SING I Will Be Your Friend
	Grade 4 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > READ My Friend
	Grade 4 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > READ L'inverno è già passato
	Grade 4 > Section 4 > Unit 4 > Lesson 2: Laotian New Year > LISTEN Dok Djampa
	Grade 4 > Section 4 > Unit 4 > Lesson 3: Earth Day > PERFORM We Are Here
	Grade 4 > Section 4 > Unit 5 > Lesson 1: Seasonal Songs > SING 'Ulili E
MU.Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > WRAP UP
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > AUDIENCE ETIQUETTE Participation
	Grade 4 > Section 1 > Unit 2 > Lesson 8: Joes and Jugs > TEACHER TO TEACHER Performance of Rhythms
	Grade 4 > Section 1 > Unit 3 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Encore!
	Grade 4 > Section 1 > Unit 2 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Ushers
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 4 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Say Cheese
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > PLAY Playalong
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > PLAY Playalong
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > AUDIENCE ETIQUETTE
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > LISTEN Ritmo en el Corazon
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > WRAP UP
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > LISTEN La Chasse
	Grade 4 > Section 3 > Unit 1 > Lesson 1: Annie JR. > SCENE 5 The Streets of New York City
	Grade 4 > Section 3 > Unit 1 > Lesson 1: Annie JR. > LINK Theater
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > EVALUATE Performance
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > AUDIENCE ETIQUETTE School Concerts
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > PROGRESS CHECKPOINT
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN The Stars and Stripes Forever
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING The Star-Spangled Banner
MU.Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > LISTEN Shenandoah

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > WRAP UP
	Grade 4 > Section ITS > Unit 1 > Lesson 3: Grandma's Feather Bed > WRAP UP
	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > DESCRIBE Pride in Your Country
	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > ARRANGE Patriotic Songs
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > UNIT THEME Music for Everyone
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > ANALYZE Something for Me, Something for You
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > LINK Social Studies
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > LINKS Reading
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > UNIT THEME Musical Messages, Musical Journeys
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > DESCRIBE Please, Mr. Postman
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > LISTEN Musical Messages
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > SING Cedar Swamp
	Grade 4 > Section 1 > Unit 2 > Lesson 2: Singing from the Center > HISTORY AND CULTURE Appalachian Folk Songs
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > HISTORY AND CULTURE Game Songs
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > SING Most Done Ling'rin' Here
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > DESCRIBE African American Spirituals
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > COMPARE Dances
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > LINK Art
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > LISTEN Oh, Won't You Sit Down?
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > LINK Social Studies
	Grade 4 > Section 1 > Unit 2 > Lesson 8: Joes and Jugs > HISTORY AND CULTURE Jugs, Tubs, and Washboards
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > HISTORY AND CULTURE South Pacific
	Grade 4 > Section 1 > Unit 3 > Lesson 1: Rhythms on the Railway > SING Pat Works on the Railway
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > HISTORY AND CULTURE Antonio Carlos Jobim
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > HISTORY AND CULTURE The Rondalla Orchestra
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > HISTORY AND CULTURE Cowboy Songs
	Grade 4 > Section 1 > Unit 3 > Lesson 7: Round Up the Key > WRAP UP
	Grade 4 > Section 1 > Unit 4 > Opener: Musical Discoveries > HISTORY AND CULTURE You're A Good Man, Charlie Brown
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > LINK Social Studies
	Grade 4 > Section 1 > Unit 4 > Lesson 3: Singing a New Note > LISTEN Bamboo Flute
	Grade 4 > Section 1 > Unit 4 > Lesson 3: Singing a New Note > HISTORY AND CULTURE Origin of Buckeye Jim
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > HISTORY AND CULTURE Railroad Workers' Songs
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > LINK Social Studies
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > HISTORY AND CULTURE Yankee Doodle

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > MOVEMENT Stone-Passing Game
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > HISTORY AND CULTURE Norwegian Music
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > TEACHER TO TEACHER Las mañanitas
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > HISTORY AND CULTURE Harriet Tubman
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > LINK Language Arts
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > SING Appalachian Tune: Johnson Boys
	Grade 4 > Section 2 > Unit 2 > Lesson 2: Sixteenth Notes > HISTORY AND CULTURE Square Dancing
	Grade 4 > Section 2 > Unit 6 > Lesson 1: A Traditional Canon from Germany > LISTEN Children's Chorus
	Grade 4 > Section 3 > Unit 6 > Lesson 3: Hitori > LISTEN Hitori
	Grade 4 > Section 3 > Unit 6 > Lesson 5: La Yunsita > DESCRIBE Traditions
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE The Star-Spangled Banner
	Grade 4 > Section 4 > Unit 2 > Lesson 3: Vietnamese Mid-Autumn Festival > HISTORY AND CULTURE Festival Songs
	Grade 4 > Section 4 > Unit 3 > Lesson 3: Las Posadas > LINK Theater
	Grade 4 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LISTEN Nia
	Grade 4 > Section 4 > Unit 4 > Lesson 3: Earth Day > LISTEN We Are Here
MU.Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > UNIT THEME Music for Everyone
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > MOVEMENT Creative Movement
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > HISTORY AND CULTURE Call and Response
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > DESCRIBE Happy Mood
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > MIDI Create Program Music with Notes That Tell a Story
	Grade 4 > Section 1 > Unit 3 > Music News: Spotlight Articles > EVALUATE Concertino for Marimba
	Grade 4 > Section 1 > Unit 4 > Lesson 4: Journey to the Rhythm > EVALUATE Festival Dance
	Grade 4 > Section 1 > Unit 4 > Lesson 5: In the Mood for Harmony > MUSIC SKILLS Listen
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > LISTEN Take Time in Life
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > BULLETIN BOARD United Through Music
	Grade 4 > Section 1 > Unit 5 > Lesson 4: Read a New Pitch > SING El coquí
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > HISTORY AND CULTURE Katyusha
	Grade 4 > Section 1 > Unit 5 > Music News: Spotlight Articles > EVALUATE Sonata for Flute and Piano
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > DESCRIBE Song Articulation
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > LINKS Theater
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > ANALYZE Theme and Variations
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 5 > Lesson 5: The Major Scale > LISTEN All Through the Night

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > SING Shenandoah
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > MUSIC SKILLS Vocal Development
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > MOVEMENT Creative Movement
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > DESCRIBE Vocal Tone Colors
	Grade 4 > Section 1 > Unit 2 > Opener: Musical Messages, Musical Journeys > EVALUATE Mood and Dynamics
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > ANALYZE Badinerie
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > SING Happy Talk
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > MIDI Water Come a Me Eye
	Grade 4 > Section 1 > Unit 3 > Lesson 6: The Loud and Soft of It! > SING El manisero
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > MIDI Create Program Music with Notes That Tell a Story
	Grade 4 > Section 1 > Unit 4 > Lesson 8: Yankee Doodle Rhythm > MIDI Take Time in Life
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > ANALYZE Beat
	Grade 4 > Section 1 > Unit 5 > Lesson 2: Major and Minor > DESCRIBE Dance of the Mirlitons
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > EVALUATE Tempos
	Grade 4 > Section 1 > Unit 5 > Music News: Spotlight Articles > SPOTLIGHT ON THE TROMBONE
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > LISTEN What Can One Little Person Do?
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > LISTEN Sky Dances
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > LISTEN Sky Dances
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > DESCRIBE Song Articulation
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > MUSIC SKILLS Notate
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > ANALYZE Theme and Variations
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > MUSIC SKILLS Compose
	Grade 4 > Section 2 > Unit 1 > Lesson 5: Sing a Pentatonic Song > CREATE Interludes, Introductions, Codas
	Grade 4 > Section 2 > Unit 3 > Lesson 7: Use What You Know > LISTEN La Chasse
	Grade 4 > Section 2 > Unit 5 > Lesson 5: The Major Scale > LISTEN All Through the Night
	Grade 4 > Section 3 > Unit 4 > Lesson 2: Ogguere > SING Ogguere
	Grade 4 > Section 3 > Unit 6 > Lesson 3: Hitori > DESCRIBE Legato
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING We Remember
MU.Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > PROGRAM IDEAS Music for Everyone
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > DESCRIBE Vocal Tone Colors
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > LISTEN La otra España
	Grade 4 > Section 1 > Unit 1 > Music News: Spotlight Articles > EVALUATE Sonata for Cello and Piano
	Grade 4 > Section 1 > Unit 1 > Music News: Spotlight Articles > SPOTLIGHT ON THE SAXOPHONE
	Grade 4 > Section 1 > Unit 3 > Music News: Spotlight Articles > EVALUATE Concertino for Marimba

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 4 > Music News: Spotlight Articles > EVALUATE Summertime
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > EVALUATE Performance
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > COMPARE Two Versions of Las mañanitas
	Grade 4 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 4 > Section 1 > Unit 5 > Music News: Spotlight Articles > EVALUATE Sonata for Flute and Piano
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > LISTEN Sky Dances
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > LISTEN Tempo, Dynamics, Articulation
	Grade 4 > Section 1 > Unit 6 > Lesson 1: Make It Expressive! > COMPARE Two Pieces
	Grade 4 > Section 1 > Unit 6 > Lesson 6: A Matter of Style > EVALUATE Salsa Music
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > LISTEN Theme and Variations from Serenade in B-flat Major
	Grade 4 > Section 2 > Unit 1 > Lesson 1: Practice Basic Rhythms > MUSIC SKILLS Listen
	Grade 4 > Section 2 > Unit 1 > Lesson 3: More Do-Re-Mi Melodies > MUSIC SKILLS Listen
	Grade 4 > Section 2 > Unit 4 > Lesson 4: Use What You Know > LISTEN Big Bunch of Roses
	Grade 4 > Section 2 > Unit 6 > Lesson 7: A Russian Melody in Minor > LISTEN Symphony No. 4, Fourth Movement
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > EVALUATE Performance
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > PROGRESS CHECKPOINT
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > MUSIC SKILLS Listen
	Grade 4 > Section 3 > Unit 5 > Lesson 3: E nānā kākou i nā manu > LISTEN E nānā kākou i nā manu
	Grade 4 > Section 3 > Unit 5 > Lesson 4: Arroyito serrano > MUSIC SKILLS Listen, Play, Conduct
	Grade 4 > Section 3 > Unit 6 > Lesson 1: This Train > MUSIC SKILLS Listen, Vocal Development
	Grade 4 > Section 4 > Unit 4 > Lesson 1: Seasonal Songs > MUSIC SKILLS Tone Color, Tonality, Listen
MU.Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr2.1.4a; MU.Cr3.2.4a; MU.Pr4.1.4a; MU.Pr4.3.4a; MU.Re7.1.4a)	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > LINKS Language Arts
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > HISTORY AND CULTURE Benjamin Britten
	Grade 4 > Section 1 > Unit 1 > Music News: Spotlight Articles > EVALUATE Sonata for Cello and Piano
	Grade 4 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 4 > Section 1 > Unit 5 > Opener: One Musical Planet > ANALYZE Music Qualities
	Grade 4 > Section 1 > Unit 5 > Lesson 7: Watch Your Tempo! > MIDI Swing That Tempo
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > COMPARE Two Versions of Las mañanitas
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > WRAP UP
	Grade 4 > Section 1 > Unit 5 > Music News: Spotlight Articles > SPOTLIGHT ON CAREERS Christopher Cerf
	Grade 4 > Section 3 > Unit 4 > Lesson 4: Don't Let the Music Stop > LINK Language Arts
	Grade 4 > Section 4 > Unit 3 > Lesson 4: Christmas > LISTEN Joy to the World
	Grade 4 > Section 4 > Unit 4 > Lesson 3: Earth Day > LISTEN We Are Here

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Cr1.1.4a; MU.Pr4.2.4c; MU.Pr6.1.4b; MU.Re7.2.4a; MU.Re9.1.4a)	Grade 4 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > DESCRIBE Lyrics
	Grade 4 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section ITS > Unit 1 > Lesson 2: Shenandoah > HISTORY AND CULTURE Shenandoah
	Grade 4 > Section ITS > Unit 1 > Lesson 3: Grandma's Feather Bed > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > UNIT THEME Music for Everyone
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > DESCRIBE Something for Me, Something for You
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Opener: Music for Everyone > BULLETIN BOARD What Can Music Give Us?
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > LINKS Language Arts
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > COMPARE Art and Song
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > LINKS Art
	Grade 4 > Section 1 > Unit 1 > Lesson 1: Taking the Pulse of Music > WRAP UP
	Grade 4 > Section 1 > Unit 1 > Lesson 2: Shape Up and Ship Out! > LINKS Art
	Grade 4 > Section 1 > Unit 1 > Lesson 3: Rhythm, Round, Fun! > LINK Mathematics
	Grade 4 > Section 1 > Unit 1 > Lesson 4: Melodies Take Shape > LINKS Art
	Grade 4 > Section 1 > Unit 1 > Lesson 5: Phrases for the Morning > LINKS Social Studies
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > LINK Language Arts
	Grade 4 > Section 1 > Unit 1 > Lesson 6: The Music of Running Water > LINKS Science
	Grade 4 > Section 1 > Unit 1 > Lesson 7: Melodies with Shape > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 1 > Lesson 8: Melodies for the Night and Day > ANALYZE Painting
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > LINK Science
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > LINK Art Gallery
	Grade 4 > Section 1 > Unit 2 > Lesson 1: Rhythm, Rhythm, Rhythm > REACHING ALL LEARNERS Gifted and Talented
	Grade 4 > Section 1 > Unit 2 > Lesson 3: Lines or Spaces? > LINK Theater
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > LINK Physical Education
	Grade 4 > Section 1 > Unit 2 > Lesson 4: Mystery Musical Messages > HISTORY AND CULTURE Careers
	Grade 4 > Section 1 > Unit 2 > Lesson 5: Where's the Center? > LINK Mathematics
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > LISTEN Hine Ma Tov
	Grade 4 > Section 1 > Unit 2 > Lesson 6: Phrases of Hope, Sections of Peace > HISTORY AND CULTURE Songs and Poems of Peace
	Grade 4 > Section 1 > Unit 2 > Lesson 7: Calling for the Response > HISTORY AND CULTURE Harry Belafonte
	Grade 4 > Section 1 > Unit 3 > Opener: Happy Go Lucky! > LIMERICKS Happy Mood
	Grade 4 > Section 1 > Unit 3 > Lesson 1: Rhythms on the Railway > LINK Language Arts
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > REACHING ALL LEARNERS English Language Learners

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 1 > Music News: Spotlight Articles > FROM THE TOP
	Grade 4 > Section 1 > Unit 1 > Music News: Spotlight Articles > SPOTLIGHT ON CAREERS Erika Kirsch
	Grade 4 > Section 1 > Unit 3 > Lesson 2: Step, Skip, Leap into Calypso > LINK Social Studies
	Grade 4 > Section 1 > Unit 3 > Lesson 3: Searching for the New Pitch > COMPARE Poem and Song Lyrics
	Grade 4 > Section 1 > Unit 3 > Lesson 4: On the Rail to Meter > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 3 > Lesson 4: On the Rail to Meter > COMPARE Art and Song
	Grade 4 > Section 1 > Unit 3 > Lesson 4: On the Rail to Meter > LINKS Art
	Grade 4 > Section 1 > Unit 3 > Lesson 5: Music from the Philippines > MOVEMENT Patterned Movement
	Grade 4 > Section 1 > Unit 3 > Lesson 6: The Loud and Soft of It! > HISTORY Victory at Sea
	Grade 4 > Section 1 > Unit 3 > Lesson 8: Look Over These Rhythms! > HISTORY AND CULTURE Cy Coleman
	Grade 4 > Section 1 > Unit 4 > Lesson 1: Leap Over the Rainbow > LINK Rainbows
	Grade 4 > Section 1 > Unit 4 > Lesson 1: Leap Over the Rainbow > LINK Language Arts
	Grade 4 > Section 1 > Unit 4 > Lesson 2: The Long and Short of It > LINK Art
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > COMPARE Poem to Song Lyrics
	Grade 4 > Section 1 > Unit 4 > Lesson 6: Chords in Your Land > LINK Science
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > HISTORY AND CULTURE Bird Songs
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > LINK Theater
	Grade 4 > Section 1 > Unit 4 > Lesson 7: How High Is That Mockingbird? > COMPARE Music Styles
	Grade 4 > Section 1 > Unit 5 > Lesson 1: Running for Meter > LINKS Art
	Grade 4 > Section 1 > Unit 5 > Lesson 2: Major and Minor > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 5 > Lesson 2: Major and Minor > LINK Art
	Grade 4 > Section 1 > Unit 5 > Lesson 2: Major and Minor > LINK Language Arts
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > LINK Language Arts
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > SING Three-part Round
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > LISTEN La canarie
	Grade 4 > Section 1 > Unit 5 > Lesson 3: Long Live Rhythm! > LINK Art
	Grade 4 > Section 1 > Unit 5 > Lesson 4: Read a New Pitch > LINK Science
	Grade 4 > Section 1 > Unit 5 > Lesson 4: Read a New Pitch > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > COMPARE Two Rivers
	Grade 4 > Section 1 > Unit 5 > Lesson 5: Rolling Through Meter > LINK Reading
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > LINK Social Studies
	Grade 4 > Section 1 > Unit 5 > Lesson 6: The Key to Major and Minor > LINK Theater
	Grade 4 > Section 1 > Unit 5 > Lesson 8: Birthday Rhythms! > LINK Language Arts
	Grade 4 > Section 1 > Unit 5 > Music News: Spotlight Articles > FROM THE TOP
	Grade 4 > Section 1 > Unit 6 > Opener: A Time to Dream, A Time to Sing > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 6 > Lesson 2: Spinning Through History > LINKS Language Arts
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > PLAY Rhythms
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > LINK Social Studies

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 4 > Section 1 > Unit 6 > Lesson 3: Double Time, Double Fun! > LINK Art Gallery
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > LINK Science
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > REACHING ALL LEARNERS English Language Learners
	Grade 4 > Section 1 > Unit 6 > Lesson 4: Voices Together in Harmony > LINK Art
	Grade 4 > Section 1 > Unit 6 > Lesson 5: Decorating with Sound > LINK Social Studies
	Grade 4 > Section 1 > Unit 6 > Lesson 5: Decorating with Sound > LINK Art
	Grade 4 > Section 1 > Unit 6 > Lesson 7: Major Changes, Minor Changes > LINKS Theater
	Grade 4 > Section 1 > Unit 6 > Lesson 8: Dream a New Dream > LINK Language Arts
	Grade 4 > Section 2 > Unit 4 > Lesson 4: Use What You Know > HISTORY AND CULTURE Folk Song Collector
	Grade 4 > Section 2 > Unit 5 > Lesson 3: American Cowboy Songs in 3/4 > HISTORY AND CULTURE Virgil Thomson
	Grade 4 > Section 3 > Unit 1 > Lesson 1: Annie JR. > ABOUT THE MUSICAL AND MTI
	Grade 4 > Section 3 > Unit 1 > Lesson 1: Annie JR. > LINK Mathematics
	Grade 4 > Section 3 > Unit 1 > Lesson 1: Annie JR. > LINK Social Studies
	Grade 4 > Section 3 > Unit 2 > Lesson 1: At the Hop > DESCRIBE Music and Dance
	Grade 4 > Section 3 > Unit 2 > Lesson 3: We Got the Beat > LINK Science
	Grade 4 > Section 3 > Unit 2 > Lesson 4: The Loco-Motion > LINK Science
	Grade 4 > Section 3 > Unit 3 > Lesson 2: Walking in the Air > LINK Language Arts
	Grade 4 > Section 3 > Unit 3 > Lesson 3: The Swing > LINK Language Arts
	Grade 4 > Section 3 > Unit 4 > Lesson 1: Wake Up Canon > DESCRIBE Round Form
	Grade 4 > Section 3 > Unit 4 > Lesson 3: Circle of Song > LINK Social Studies
	Grade 4 > Section 3 > Unit 4 > Lesson 4: Don't Let the Music Stop > LINK Language Arts
	Grade 4 > Section 3 > Unit 4 > Lesson 4: Don't Let the Music Stop > HISTORY AND CULTURE Musical Careers
	Grade 4 > Section 3 > Unit 6 > Lesson 4: The Kettle Valley Line > LINK Mathematics
	Grade 4 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINK Social Studies
	Grade 4 > Section 4 > Unit 2 > Lesson 2: Harvest > LINK Art
	Grade 4 > Section 4 > Unit 2 > Lesson 5: Thanksgiving > LINK Theater
	Grade 4 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINK Art
	Grade 4 > Section 4 > Unit 3 > Lesson 2: Hanukkah > LINK Art
	Grade 4 > Section 4 > Unit 3 > Lesson 7: Valentine's Day > LINK Language Arts
	Grade 4 > Section 4 > Unit 4 > Lesson 2: Laotian New Year > LINK Science
MU.Re8.1.A Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question: How do we discern the musical creators' and performers' expressive intent?	
MU.Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.	
MU.Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.	

4th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr2.1.2a; MU.Cr3.2.2a; MU.Pr4.3.2a; MU.Re7.1.2a)	
MU.Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Cr1.1.2a; MU.Pr4.2.2a; MU.Pr6.1.2a; MU.Re7.2.2a; MU.Re9.1.2a)	

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Cr.1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > MUSIC SKILLS Improvise
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > MUSIC SKILLS Read, Create, Improvise, and MIDI
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > IMPROVISE Pentatonic Melody
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > IMPROVISE Two-Measure Ostinato
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > AUDIENCE ETIQUETTE Attending a Classical Concert
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > MUSIC SKILLS Improvise and Analyze
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > NOTATE Rhythms
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > IMPROVISE Melodies
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > MUSIC SKILLS Play and Analyze
	Grade 5 > Section 1 > Unit 4 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Applause
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > IMPROVISE Lyrics and Rhythm
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > MUSIC SKILLS Improvise
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > IMPROVISE Vocal Melodies
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > PLAY Improvisation and Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > IMPROVISE Accompaniment
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > PORTFOLIO Creative Unit Project
	Grade 5 > Section 2 > Unit 1 > Lesson 3: Create with Pitches and Rhythms > IMPROVISE Melodies

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 2 > Unit 2 > Lesson 8: Compare Syncopated Rhythms > IMPROVISE Pentatonic Phrases
	Grade 5 > Section 2 > Unit 3 > Lesson 4: Sing in Triple Meter > CREATE Melodies
	Grade 5 > Section 2 > Unit 4 > Lesson 6: A Canon in a Minor Key > MUSIC SKILLS Improvise, Vocal Development, and Notate
	Grade 5 > Section 2 > Unit 5 > Lesson 4: Sing the Blues with I, IV, and V > IMPROVISE Melodic Phrases
	Grade 5 > Section 3 > Unit 3 > Lesson 2: Sweet Music > MUSIC SKILLS Improvise
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > MUSIC SKILLS Improvise
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > MUSIC SKILLS Listen and Improvise
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > MUSIC SKILLS Play
	Grade 5 > Section 4 > Unit 3 > Lesson 7: Carnival in Brazil > PLAY Batucada
	Grade 5 > Section 4 > Unit 5 > Lesson 1: Puerto Rican Day > IMPROVISE Rhythmic Accompaniment
MU.Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.	Grade 5 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MOVEMENT Choreography
	Grade 5 > Section ITS > Unit 1 > Lesson 2: Home on the Range > MUSIC SKILLS Play
	Grade 5 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > MUSIC SKILLS Compose
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > PLAY Ostinatos
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > MUSIC SKILLS Notate, Play, and Analyze
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > PLAY Harmony
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > MUSIC SKILLS Play, Keyboard, and Orff Instruments

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 1 > Lesson 6: Hearing and Seeing Textures > MUSIC SKILLS Create
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > MUSIC SKILLS Orff Instruments for When Johnny Comes Marching Home
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > MUSIC SKILLS Read, Create, Improvise, and MIDI
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > CREATE Rhythm Pattern
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > MUSIC SKILLS Orff Instruments for The Caissons Go Rolling Along
	Grade 5 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 1 > Unit 2 > Opener: Coming to America > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > MUSIC SKILLS Notate and Rhythm
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > MUSIC SKILLS Conduct, Keyboard, Orff Instruments, and MIDI
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > MUSIC SKILLS Play and Orff Instruments
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > PLAY Arirang in F Pentatonic
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > MUSIC SKILLS Notate
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > MUSIC SKILLS Orff Instruments and Guitar
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > CREATE Ostinatos
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > MOVE Agahu
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > DESCRIBE Texture
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > PLAY Percussion Accompaniment
	Grade 5 > Section 1 > Unit 3 > Opener: The Old Becomes the New > COMPOSE Ostinatos
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > SING De colores
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > MUSIC SKILLS Orff Instruments
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > CREATE Two-Measure Ostinato

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > MUSIC SKILLS Listen and Play
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > MUSIC SKILLS Compose and Conduct
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > CREATE Percussion Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > MUSIC SKILLS Recorder and Compose
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > MUSIC SKILLS Vocal Development, Read, and Create
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > MUSIC SKILLS Keyboard, Read, Create, and Orff
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > COMPOSE Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > MUSIC SKILLS Compose
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > CREATE Four-Beat Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > MUSIC SKILLS Create
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > MUSIC SKILLS Play, Orff Instruments, and Compose
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > CREATE Percussion Accompaniment
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > MOVE AB Form
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > MOVE Movements Expressing Mood

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 1 > Unit 6 > Opener: Music for Changing Times > PLAY Ostinatos
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > PLAY Ostinatos
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > LISTEN Take Five
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > READ Changing Meters
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > MOVE Bulgarian Folk Melody
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > MUSIC SKILLS Create
	Grade 5 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 2 > Unit 1 > Lesson 5: Sing a Pentatonic Song > MUSIC SKILLS Read, Orff Instruments, and Create
	Grade 5 > Section 2 > Unit 2 > Lesson 6: Create a Rhythm Ostinato > CREATE Ostinato
	Grade 5 > Section 2 > Unit 3 > Lesson 1: Sing with Fa > MOVEMENT Locomotor Movement
	Grade 5 > Section 2 > Unit 3 > Lesson 2: More Practice with Fa > MUSIC SKILLS Create
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MUSIC SKILLS Create
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MOVEMENT Creative Movement
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MUSIC SKILLS Orff Instruments
	Grade 5 > Section 2 > Unit 4 > Lesson 2: More Sixteenth-Note Rhythms > PLAY Ostinato
	Grade 5 > Section 2 > Unit 5 > Lesson 1: Sing Chord Roots > MOVEMENT Creative Movement
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > PLAY Ostinato
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > MUSIC SKILLS Create
	Grade 5 > Section 4 > Unit 4 > Lesson 2: Earth Day > MUSIC SKILLS Create
MU.Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > MUSIC SKILLS Compose, Hand Signs, Orff Instruments, and Recorder
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > MUSIC SKILLS Part-Singing
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > REACHING ALL LEARNERS Gifted and Talented

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > MUSIC SKILLS Create
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > MUSIC SKILLS Notate/Compose
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > PORTFOLIO Creative Unit Project
	Grade 5 > Section 2 > Unit 1 > Lesson 6: Compose a Pentatonic Melody > CREATE Melodies
MU.Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > MUSIC SKILLS Compose
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > MUSIC SKILLS Compose, Hand Signs, Orff Instruments, and Recorder
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > MUSIC SKILLS Notate, Play, and Analyze
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > MUSIC SKILLS Notate and Rhythm
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > MUSIC SKILLS Notate
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > MUSIC SKILLS Notate
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > MUSIC SKILLS Notate
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > MUSIC SKILLS Notate
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > MUSIC SKILLS Notate/Compose

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > NOTATE Rhythms
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > MUSIC SKILLS Listen and Notate
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > COMPOSE Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > CREATE Four-Beat Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > MUSIC SKILLS Read and Notate
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > MUSIC SKILLS Vocal Development, Play, and Notate
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > NOTATE Triads and Inversions
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > NOTATE Primary Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > NOTATE Rhythm Patterns
	Grade 5 > Section 2 > Unit 2 > Lesson 4: Create Your Own Rhythms > NOTATE Syncopated Patterns
	Grade 5 > Section 2 > Unit 2 > Lesson 6: Create a Rhythm Ostinato > MUSIC SKILLS Notate and Play
	Grade 5 > Section 2 > Unit 2 > Lesson 7: Practice with Rhythms and Pitches > PLAY Rhythm Ostinato
	Grade 5 > Section 2 > Unit 3 > Lesson 1: Sing with Fa > MUSIC SKILLS Notate, Improvise, and Compose
	Grade 5 > Section 2 > Unit 3 > Lesson 2: More Practice with Fa > MUSIC SKILLS Create
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MUSIC SKILLS Create
	Grade 5 > Section 2 > Unit 3 > Lesson 6: Sing in Six/Eight Meter > MUSIC SKILLS Notate
MU.Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > PORTFOLIO Self-Evaluation
	Grade 5 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > FROM THE TOP
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > MUSIC SKILLS Notate and Rhythm
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 2 > Music News: Spotlight Articles > EVALUATE Etude in C-sharp Minor
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > WRAP UP
	Grade 5 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Music News: Spotlight Articles > EVALUATE Concerto in C Minor
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > IMPROVISE Melodies
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > MOVE Movements Expressing Mood
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > PORTFOLIO Creative Unit Project

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > PORTFOLIO Creative Unit Project
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MUSIC SKILLS Create
MU.Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > MUSIC SKILLS Compose
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > CREATE Rhythm Pattern
	Grade 5 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > MUSIC SKILLS Arrange and Perform
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > SING Lift Every Voice and Sing
	Grade 5 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > COMPOSE Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > WRAP UP
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > MUSIC SKILLS Create

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > CREATE AND PERFORM
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 5 > Opener: Expressions in Song > PORTFOLIO Creative Unit Project Opener
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > PORTFOLIO Creative Unit Project
	Grade 5 > Section 2 > Unit 2 > Lesson 6: Create a Rhythm Ostinato > MUSIC SKILLS Notate and Play
	Grade 5 > Section 2 > Unit 3 > Lesson 2: More Practice with Fa > MUSIC SKILLS Create
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MUSIC SKILLS Create
MU.Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > WRAP UP
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > SING When Johnny Comes Marching Home
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > MOVEMENT Choreography
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Music News: Spotlight Articles > ANALYZE Louis Bremer
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 5 > Music News: Spotlight Articles > LISTEN Interview with Elena Urioste
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > MUSIC SKILLS Create
MU.Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	Grade 5 > Section ITS > Unit 1 > Lesson 3: Big Yellow Taxi > MOVEMENT Choreography

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section ITS > Unit 1 > Lesson 2: Home on the Range > MOVEMENT Choreography
	Grade 5 > Section 1 > Unit 1 > Opener: Americans Sing! > ANALYZE Variations
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > DESCRIBE Range and Key
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > ANALYZE Range
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > MUSIC SKILLS Notate, Play, and Analyze
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 1 > Lesson 6: Hearing and Seeing Textures > MUSIC SKILLS Vocal Development and Listen
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > DESCRIBE Form
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > IDENTIFY Form of Three Songs
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > WRAP UP
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > LISTEN American Salute
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > EVALUATE Musical Elements
	Grade 5 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > SPOTLIGHT ON THE FLUTE
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > ANALYZE Pentatonic Keys
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > DESCRIBE Funiculi, Funicula
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > LISTEN Nessun Dorma
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > MOVEMENT Creative Movement
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > MUSIC SKILLS Create, Listen, and MIDI
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > MOVE Duple Meter and Beat Division
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > WRAP UP
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > SING Joyful, Joyful, We Adore Thee
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > WRAP UP

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > READ Major Scale Pitches
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > DESCRIBE Melodies and Pitches
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > MUSIC SKILLS Play, Read, and Notate
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > MOVE Pop! Goes the Weasel
	Grade 5 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 5 > Section 1 > Unit 3 > Music News: Spotlight Articles > FROM THE TOP
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > ANALYZE Minor Tonality
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > LISTEN Erie Canal
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > COMPARE Relative Minor and Major
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > ANALYZE Rhythms and Lyrics
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > ANALYZE Triads
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > DESCRIBE Major and Minor Triads
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > MUSIC SKILLS Listen and Read
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > DESCRIBE Key, Meter, Style
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > ANALYZE Variants
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > DESCRIBE Texture Changes
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > THINK!
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > ANALYZE Primary Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > ANALYZE I, IV, V Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > MUSIC SKILLS Play and Analyze
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > COMPARE Song Versions
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > ANALYZE Key, Style, Form
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > ANALYZE Rhyme Scheme
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > ANALYZE Rhyme Scheme
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > ANALYZE Every Day I Have the Blues
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > ANALYZE There's a Song in Me
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > ANALYZE Phrases in Mary Ann

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > DESCRIBE Song Sections
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > SING I Got Rhythm
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > DESCRIBE Sectional Form
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > ANALYZE Tumbai
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > WRAP UP
	Grade 5 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 5 > Section 1 > Unit 5 > Music News: Spotlight Articles > FROM THE TOP
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > ANALYZE Dance for the Nations
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > LISTEN Turn the World Around
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > SING El vito
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > WRAP UP
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > LISTEN Bulgarian Folk Melody
	Grade 5 > Section 2 > Unit 1 > Lesson 6: Compose a Pentatonic Melody > ANALYZE Genre and Form
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > IDENTIFY Form
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > ANALYZE America and For Purple Mountains' Majesty
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > ANALYZE Form of El jarabe
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > ANALYZE Meter and Rhythm
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > MOVE Nottamun Town
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > ANALYZE Form
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > ANALYZE Form of Winter Wonderland
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > ANALYZE Form of The Season of Hope
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > ANALYZE Form of Light One Candle
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > PLAY Ostinato
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > ANALYZE Azouke Legba
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > ANALYZE Form of Ujima
	Grade 5 > Section 4 > Unit 3 > Lesson 7: Carnaval in Brazil > ANALYZE Phrases in Cidade Maravilhosa
	Grade 5 > Section 4 > Unit 4 > Lesson 1: Laotian New Year > PLAY Ostinato

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Pr4.2.5b When analyzing selected music, read and perform using standard notation.	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > IDENTIFY Beat, Rhythm, Meter
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > READ Rhythm Patterns
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > MUSIC SKILLS Read
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > READ Pentatonic Scale
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > READ Pentatonic Patterns
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > READ Rests
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > READ Rhythm Patterns
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > READ Pitches
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > MUSIC SKILLS Listen, Hand Signs, and MIDI
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > READ Pentatonic Scales
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > READ Pitches
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > MUSIC SKILLS Read, Create, Improvise, and MIDI
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > PERFORM Rhythms
	Grade 5 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > READ Triple Meter and Dotted Notes
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > MUSIC SKILLS Notate and Rhythm
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > IDENTIFY Syncopation
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > READ Syncopated Patterns
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > ANALYZE Syncopation
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > MUSIC SKILLS Read, Keyboard, and Play
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > ANALYZE Duple Meter
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > READ Rhythmic Symbols
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > PLAY Percussion Patterns
	Grade 5 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 5 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > SING Major Scale
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > READ Rhythms in Compound Duple Meter
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > PLAY Rhythm Patterns
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > READ Major Scales and Melodies
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > READ Major Scale Pitches
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > MUSIC SKILLS Play, Read, and Notate
	Grade 5 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > READ Sixteenth-Note Patterns
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > MUSIC SKILLS Read, Listen, Keyboard, and Orff Instruments
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > MUSIC SKILLS Vocal Development, Read, and Create
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > MUSIC SKILLS Keyboard, Read, Create, and Orff
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > READ Simple Gifts
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > MUSIC SKILLS Listen and Read
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > MUSIC SKILLS Read and Notate
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > PLAY Recorder and Keyboard
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > MUSIC SKILLS Read
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > MUSIC SKILLS Read
	Grade 5 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > COMPARE Rhythm Patterns
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > READ Speech Pattern
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MUSIC SKILLS Read, Conduct, and Keyboard
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > DESCRIBE Changing Meters

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > SING We Want to Sing
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 2 > Unit 1 > Lesson 1: Sing Do Re Mi > READ Countermelody
	Grade 5 > Section 2 > Unit 1 > Lesson 2: Practice Basic Rhythms and Pitches > READ Babylon's Fallin'
	Grade 5 > Section 2 > Unit 1 > Lesson 3: Create with Pitches and Rhythms > READ Words of Wisdom
	Grade 5 > Section 2 > Unit 1 > Lesson 4: Sing with So > READ Fermata and Upbeat
	Grade 5 > Section 2 > Unit 1 > Lesson 4: Sing with So > READ Pitches
	Grade 5 > Section 2 > Unit 1 > Lesson 5: Sing a Pentatonic Song > READ Deta, Deta
	Grade 5 > Section 2 > Unit 1 > Lesson 6: Compose a Pentatonic Melody > READ Pitches and Rhythms
	Grade 5 > Section 2 > Unit 2 > Lesson 1: A Folk Song with Syncopation > READ Syncopated Rhythm
	Grade 5 > Section 2 > Unit 2 > Lesson 1: A Folk Song with Syncopation > READ High Do
	Grade 5 > Section 2 > Unit 2 > Lesson 2: More Rhythm Patterns > READ John Kanaka
	Grade 5 > Section 2 > Unit 2 > Lesson 3: Sing with Low So and Low La > READ Hill an' Gully
	Grade 5 > Section 2 > Unit 2 > Lesson 4: Create Your Own Rhythms > READ 'Round the Corner, Sally
	Grade 5 > Section 2 > Unit 2 > Lesson 5: A Spiritual with Syncopation > READ I Saw the Light
	Grade 5 > Section 2 > Unit 2 > Lesson 6: Create a Rhythm Ostinato > READ Old Dan Tucker
	Grade 5 > Section 2 > Unit 2 > Lesson 7: Practice with Rhythms and Pitches > READ Rhythms
	Grade 5 > Section 2 > Unit 2 > Lesson 7: Practice with Rhythms and Pitches > READ Pitches
	Grade 5 > Section 2 > Unit 2 > Lesson 8: Compare Syncopated Rhythms > READ 'Way Down Yonder in the Brickyard
	Grade 5 > Section 2 > Unit 3 > Lesson 1: Sing with Fa > READ When the Saints Go Marching In
	Grade 5 > Section 2 > Unit 3 > Lesson 2: More Practice with Fa > READ Song of Peace
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > READ Aquaqua
	Grade 5 > Section 2 > Unit 3 > Lesson 3: Sing with Ti > READ La paloma se fue
	Grade 5 > Section 2 > Unit 3 > Lesson 4: Sing in Triple Meter > READ Streets of Laredo
	Grade 5 > Section 2 > Unit 3 > Lesson 5: Major Scales > READ Da pacem Domine
	Grade 5 > Section 2 > Unit 3 > Lesson 6: Sing in Six/Eight Meter > READ Vive l'amour

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 2 > Unit 3 > Lesson 7: More Six/Eight Rhythms > READ Lots o' Fish in Bonavist' Harbor
	Grade 5 > Section 2 > Unit 4 > Lesson 1: Sixteenth Notes > READ Old Turkey Buzzard
	Grade 5 > Section 2 > Unit 4 > Lesson 2: More Sixteenth-Note Rhythms > READ Cindy
	Grade 5 > Section 2 > Unit 4 > Lesson 3: Use Rhythms You Know > READ There's No Hidin' Place
	Grade 5 > Section 2 > Unit 4 > Lesson 4: More Syncopated Rhythms > READ Los maizales
	Grade 5 > Section 2 > Unit 4 > Lesson 5: A Song in a Minor Key > READ De allacito carnavalito
	Grade 5 > Section 2 > Unit 4 > Lesson 6: A Canon in a Minor Key > READ By the Singing Water
	Grade 5 > Section 2 > Unit 4 > Lesson 7: Listen for Minor > READ Minor Theme
	Grade 5 > Section 2 > Unit 5 > Lesson 1: Sing Chord Roots > READ Mi gallo
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > READ Where Is John?
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > READ Chord Roots
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > READ Chorus of Villagers
	Grade 5 > Section 2 > Unit 5 > Lesson 3: I-V7 Harmony in C and F > READ Nani Wale Na Hala
	Grade 5 > Section 2 > Unit 5 > Lesson 3: I-V7 Harmony in C and F > READ Mofia moni
	Grade 5 > Section 2 > Unit 5 > Lesson 4: Sing the Blues with I, IV, and V > READ City Blues
	Grade 5 > Section 2 > Unit 5 > Lesson 5: I and V7 Harmony in an Opera Duet > READ Sound the Trumpet
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > READ Rhythm Patterns in Five
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > MUSIC SKILLS Read
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > LISTEN Two Pieces in Five
	Grade 5 > Section 2 > Unit 6 > Lesson 2: Changing Meters > READ Is That Mister Reilly?
	Grade 5 > Section 2 > Unit 6 > Lesson 2: Changing Meters > COMPARE Two Songs
	Grade 5 > Section 2 > Unit 6 > Lesson 3: A Song in Seven > READ Samiotissa
	Grade 5 > Section 2 > Unit 6 > Lesson 3: A Song in Seven > HISTORY AND CULTURE Samiotissa
	Grade 5 > Section 2 > Unit 6 > Lesson 3: A Song in Seven > MUSIC SKILLS Read
	Grade 5 > Section 2 > Unit 6 > Lesson 4: Two Meters in Three > READ How Can I Keep from Singing?
	Grade 5 > Section 2 > Unit 6 > Lesson 4: Two Meters in Three > MUSIC SKILLS Read
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > READ Rhythm Patterns
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > READ Melodic Contour

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > READ Yakety Yak
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > READ Syncopated Rhythms
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > READ Melodic Leaps
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > READ Syncopated Rhythms
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > READ Pitches
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > SING Rhythm and Harmony
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > MUSIC SKILLS Read
	Grade 5 > Section 3 > Unit 3 > Lesson 1: Lift Up Your Voices > READ Pitches
	Grade 5 > Section 3 > Unit 3 > Lesson 2: Sweet Music > READ Melodic Phrases
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > READ Rhythm and Articulation
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > READ Like a Mighty Stream Melody
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > SING Vowel Sounds
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > READ I Am But a Small Voice Rhythms
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > READ Tempo and Pitch
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > READ I Hear America Singing Rhythms
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > READ Staccato
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > SING Orchestra Song Articulation
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > READ Melodic Leaps
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > DESCRIBE Melodic Contour
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > READ Dynamics and Tempo Markings
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > IDENTIFY Rhythm Patterns
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > READ Part II of A Zing-A Za
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > SING Two-Part Harmony
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > READ Harmony Parts
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > READ Pitches of A Gentle River Runs
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > READ Expressive Markings
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > IDENTIFY Rhythms
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > READ Pitches
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > IDENTIFY Expressive Markings

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > READ Un lorito de Verapaz Meter and Rhythms
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > READ Un lorito de Verapaz Melody
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > READ Rocky Top Pitches
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > READ Triple Play Rhythms
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > READ Three Parts of Triple Play
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > READ Feel Good Pitches
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > READ Expressive Markings
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > IDENTIFY Chromatic Notes
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > SING Pitches, Rhythms, and Harmony
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > READ Expressive Markings
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > READ Pitches
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > READ Form and Dynamics
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > READ Pitches
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > IDENTIFY Meter and Note Values
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > READ Six/Eight Rhythms
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > READ Pitches of The Path to the Moon
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > READ Pitches
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > IDENTIFY Melismas
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > READ Form and Pitches
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > IDENTIFY Articulation and Phrases
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > READ Melodic Skips and Leaps
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > READ Melody of Ngam sang duan
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > READ Slurs
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > READ Pitches of Our World
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > SING Expressive Markings
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > READ Fermata and Dotted Rhythms
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > READ Dynamic Markings

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > READ Santa Marta Rhythms
	Grade 5 > Section 4 > Unit 2 > Lesson 2: Chusok > READ Ga Eul
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > READ Ostinato Rhythm
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > IDENTIFY Meter Signature
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > SING Feliz Navidad
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > ANALYZE Rise Up, Shepherd, and Follow
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PLAY Rhythm Parts
	Grade 5 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > READ Dreamers
	Grade 5 > Section 4 > Unit 3 > Lesson 8: St. Patrick's Day > READ Six/Eight Rhythms
	Grade 5 > Section 4 > Unit 4 > Lesson 1: Laotian New Year > READ Laotian Song Rhythms
	Grade 5 > Section 4 > Unit 4 > Lesson 2: Earth Day > READ Form and Rhythm
	Grade 5 > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > READ Sixteenth-Note Rhythms
	Grade 5 > Section 4 > Unit 5 > Lesson 1: Puerto Rican Day > READ Syncopated Rhythms
	Grade 5 > Section 4 > Unit 5 > Lesson 2: Powwow > CREATE Rhythms and Dances
MU.Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.	Grade 5 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > DESCRIBE Music All Around Us
	Grade 5 > Section ITS > Unit 1 > Lesson 2: Home on the Range > DESCRIBE Styles of Music
	Grade 5 > Section 1 > Unit 1 > Opener: Americans Sing! > HISTORY AND CULTURE God Bless America
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > SCHOOL TO HOME Childhood Songs
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > INTRODUCTION
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > MUSIC SKILLS Notate, Play, and Analyze
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > INTRODUCTION
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > TEACHER TO TEACHER Bluegrass Information Source
	Grade 5 > Section 1 > Unit 2 > Opener: Coming to America > COMPARE Musical Styles
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > PERFORM Playalong
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > PLAY Percussion Rhythms
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > LISTEN Hava Nagila
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > DESCRIBE Opera
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > PLAY Percussion Rhythms
	Grade 5 > Section 1 > Unit 3 > Opener: The Old Becomes the New > COMPARE Two Versions of Song
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > COMPARE Two Arrangements

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > LISTEN Jamaican Rumba
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > MOVEMENT Game
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > MUSIC SKILLS Listen and Play
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > COMPARE Symphony and Hymn
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > DESCRIBE Styles
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > PLAY Üsküdar
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > PLAY Playalong
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > PLAY Ostinato
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > TEACHER TO TEACHER Perform Ostinatos
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > DESCRIBE Musical Characteristics
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > WRAP UP
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > SING John Henry
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > WRAP UP
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > LISTEN Ake Tonu
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > MUSIC SKILLS Vocal Development, Play, and Notate
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > PLAY I-V Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > MUSIC SKILLS Autoharp and Keyboard
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > SING Tzena, Tzena
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > MUSIC SKILLS Play and Analyze
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > PLAY Chord Roots
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > HISTORY AND CULTURE The Blues
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > PLAY Chords and Bass Line
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > COMPARE Poem and Musical Style
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > PLAY Backwater Blues
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > PLAY Improvisation and Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > DESCRIBE Singing Style
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > MOVE Ngikhumbuli Langa

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > SING Two Parts with Playalongs
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > PLAY Ostinato in Five/Eight
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > PLAY Ostinatos in Three/Eight
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > WRAP UP
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > HISTORY AND CULTURE Shope, Shope
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > LISTEN Tekanionton'néha'
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > LISTEN Jó Ashílá
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > WRAP UP
	Grade 5 > Section 2 > Unit 3 > Lesson 4: Sing in Triple Meter > HISTORY AND CULTURE Streets of Laredo
	Grade 5 > Section 2 > Unit 3 > Lesson 7: More Six/Eight Rhythms > MOVE Lots o' Fish in Bonavist' Harbor
	Grade 5 > Section 2 > Unit 4 > Lesson 3: Use Rhythms You Know > PLAY Rhythm Patterns
	Grade 5 > Section 2 > Unit 4 > Lesson 5: A Song in a Minor Key > PLAY Accompaniment
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > INTRODUCTION Surfin' U.S.A.
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > PLAY Rhythm Pattern
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > LISTEN Son de la negra
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > PERFORM Santa Marta
MU.Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > IDENTIFY Bluegrass Instruments
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > COMPARE Bluegrass Recordings
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > SING Sing, America Sing!
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > ANALYZE Dynamics
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > SING The Caissons Go Rolling Along
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > WRAP UP
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > LISTEN We Are the Children of Tomorrow
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > MUSIC SKILLS Conduct
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > MUSIC SKILLS Conduct

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > MUSIC SKILLS Keyboard, Read, Create, and Orff
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MOVE Guantanamo
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MUSIC SKILLS Read, Conduct, and Keyboard
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MOVE Conducting
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > READ Changing Meters
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > DESCRIBE Changing Meters
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MUSIC SKILLS Read and Vocal Development
	Grade 5 > Section 2 > Unit 1 > Lesson 1: Sing Do Re Mi > MUSIC SKILLS Sing and Conduct
	Grade 5 > Section 2 > Unit 1 > Lesson 2: Practice Basic Rhythms and Pitches > MUSIC SKILLS Recorder
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > CONDUCT Compound Duple Meter
	Grade 5 > Section 2 > Unit 6 > Lesson 2: Changing Meters > MUSIC SKILLS Conduct
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > MUSIC SKILLS Conduct
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > MOVE Conduct
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > MOVE Conduct
MU.Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > PORTFOLIO Self-Evaluation
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > PORTFOLIO Evaluation
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 1 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > NOTATE Transposition
	Grade 5 > Section 1 > Unit 3 > Opener: The Old Becomes the New > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > PORTFOLIO Self-Evaluation
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > COMPARE Two Performances
	Grade 5 > Section 1 > Unit 4 > Music News: Spotlight Articles > EVALUATE Sonata for Bass Trombone

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > PORTFOLIO Creative Unit Project
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 1: Lift Up Your Voices > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 1: Lift Up Your Voices > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 2: Sweet Music > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 2: Sweet Music > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > PROGRESS CHECKPOINT

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > ASSESSMENT Self-Evaluation
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > PROGRESS CHECKPOINT

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > ASSESSMENT Self-Evaluation
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > PROGRESS CHECKPOINT
MU.Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.	Grade 5 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > MUSIC SKILLS Play
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > PROGRESS CHECKPOINT
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > TEACHER TO TEACHER Part-Singing
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > SING Partner Songs
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > SING The Ballad of the Underground Railroad
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > MUSIC SKILLS Vocal Development and Play
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > COMPARE Diction
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PROGRESS CHECKPOINT

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > SING Refine Southern Nights
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > SING Refine Hero
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > SING Refine Change the World
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > SING Rock and Roll Is Here to Stay
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > SING Refine Like a Mighty Stream
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > SING Refine I Am But a Small Voice
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > SING Refine I Hear America Singing
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > SING Refine Orchestra Song
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > IDENTIFY Ranges
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > PROGRESS CHECKPOINT
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > SING Refine A Great Big Sea
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > SING Refine A Zing-A Za
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > READ Ēiniñi Pitches and Parts
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > SING A Gentle River Runs
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > SING Refine Un lorito de Verapaz
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > SING Refine Rocky Top
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > SING Refine Triple Play
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > SING Refine Feel Good
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > SING Refine Uno, dos y tres

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > SING Refine Star Canon
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > SING Refine The Path to the Moon
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > SING Refine Wie schön leuchtet der Morgenstern
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > SING Refine Estrella brillante
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > SING Refine Ngam sang duan
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > SING Refine Our World
MU.Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > MUSIC SKILLS Vocal Development
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > MUSIC SKILLS Play, Recorder, and MIDI
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > WRAP UP
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > REACHING ALL LEARNERS Inclusion
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > SING Harmony
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > PLAY Phrases
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > SING Joyful, Joyful
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > DESCRIBE Music Transformation
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > SING Beauty and the Beast
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > SING Joshua Fit the Battle of Jericho
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > SING Ride Like the Wind
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > SING Erie Canal
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > SING Follow the Drinkin' Gourd
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > SING The Ballad of the Underground Railroad
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > SING Kojo No Tsuki
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > MUSIC SKILLS Play
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > WRAP UP
	Grade 5 > Section 1 > Unit 5 > Opener: Expressions in Song > SING There's a Song in Me
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > LISTEN Cuando salí de Cuba
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > PLAY I, IV, V Chords

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > SING I, IV, V Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > WRAP UP
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > PLAY Backwater Blues
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > MUSIC SKILLS Play and Vocal Development
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > SING Och Jungfrun Hon Går I Ringen
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > PLAY Instrumental Parts
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > SING Tumbai
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > SING Circle of Friends
	Grade 5 > Section 1 > Unit 6 > Opener: Music for Changing Times > SING The Times They Are A-Changin'
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > SING Guantanamera
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MUSIC SKILLS Read, Conduct, and Keyboard
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MUSIC SKILLS Read and Vocal Development
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > DESCRIBE Rhythmic Feel
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > MUSIC SKILLS Read and Vocal Development
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > SING Jó Ashílá
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > SING The Times They Are A-Changin'
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > SING Everybody Rejoice
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > SING What the World Needs Now
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > SING Three-Part Canon
	Grade 5 > Section 2 > Unit 1 > Lesson 1: Sing Do Re Mi > SING Song and Countermelody
	Grade 5 > Section 2 > Unit 1 > Lesson 5: Sing a Pentatonic Song > EVALUATE Expression
	Grade 5 > Section 2 > Unit 5 > Lesson 1: Sing Chord Roots > SING Chord Roots
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > SING Canon
	Grade 5 > Section 2 > Unit 5 > Lesson 3: I-V7 Harmony in C and F > PLAY Pu'ili Pattern
	Grade 5 > Section 2 > Unit 5 > Lesson 5: I and V7 Harmony in an Opera Duet > PLAY Chordal Accompaniment

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > SING Two Parts
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > SING Intervals
	Grade 5 > Section 3 > Unit 2 > Lesson 2: Yakety Yak > SING Yakety Yak
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > SING Southern Nights
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > SING Vowels
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > SING Hero
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > SING Breath Support Exercise
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 2 > Lesson 5: Change the World > SING Change the World
	Grade 5 > Section 3 > Unit 2 > Lesson 6: Rock and Roll Is Here to Stay > SING Chords
	Grade 5 > Section 3 > Unit 3 > Lesson 1: Lift Up Your Voices > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 3 > Lesson 1: Lift Up Your Voices > SING Lift Up Your Voices
	Grade 5 > Section 3 > Unit 3 > Lesson 2: Sweet Music > SING Sweet Music
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > SING Melodic Leaps
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > SING Like a Mighty Stream Parts
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > SING I Am But a Small Voice
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > SING I Hear America Singing
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > READ Melodic Leaps
	Grade 5 > Section 3 > Unit 4 > Lesson 1: Orchestra Song > SING Orchestra Song
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > SING Consonants
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > SING Octave Leaps
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > SING A Great Big Sea
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > REACHING ALL LEARNERS Gifted and Talented
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > SING Part I of A Zing-A Za
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > SING Both Parts of A Zing-A Za
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > INTRODUCTION Ēinīnī
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > SING Ēinīnī

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > SING Long Phrases
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > SING Refine A Gentle River Runs
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > SING Breathing and Posture
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > SING Hallelujah, Get on Board
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > SING Consonants and Vowels
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > SING Un lorito de Verapaz
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > SING Rocky Top
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > SING Melodic Leaps
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > SING Triple Play
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > SING Harmony and Articulation
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > SING Syncopated Rhythms of Feel Good
	Grade 5 > Section 3 > Unit 5 > Lesson 4: Feel Good > SING Feel Good
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > SING Swing Rhythms and Scat Syllables
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > SING Pitches, Rhythms, and Harmony
	Grade 5 > Section 3 > Unit 5 > Lesson 5: On the Sunny Side of the Street > SING On the Sunny Side of the Street
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > SING Uno, dos y tres
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > SING Star Canon
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > SING Octave Leaps
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > SING The Path to the Moon
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > MUSIC SKILLS Vocal Development
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > SING Legato Phrases with Fermatas
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > SING Wie schön leuchtet der Morgenstern
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > SING Melismas
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > SING Estrella brillante

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > SING Legato
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > SING Ngam sang duan
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > SING Clear Consonants
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > SING Crescendo
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > MUSIC SKILLS Vocal Development
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > DESCRIBE Our Anthem's Lyrics
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING The Star-Spangled Banner
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN Phrases and Upbeats
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING America, the Beautiful
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING Countermelody
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING Battle Hymn of the Republic
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > SING Fifty Nifty United States
	Grade 5 > Section 4 > Unit 2 > Lesson 2: Chusok > SING Ga Eul
	Grade 5 > Section 4 > Unit 2 > Lesson 3: Diwali > SING Aeyaya balano sakkad
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING Winter Wonderland
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > SING The Season of Hope
	Grade 5 > Section 4 > Unit 3 > Lesson 2: Sankta Lucia > SING Sankta Lucia
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > SING Haneirof Halalu
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > SING Light One Candle
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > SING The Holly and the Ivy
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > PERFORM Rise Up, Shepherd, and Follow
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > PERFORM Jingle-Bell Rock
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > PERFORM Ujima
	Grade 5 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > SING Dreamers
	Grade 5 > Section 4 > Unit 3 > Lesson 7: Carnival in Brazil > ANALYZE Phrases in Cidade Maravilhosa
	Grade 5 > Section 4 > Unit 3 > Lesson 7: Carnival in Brazil > SING Cidade Maravilhosa
	Grade 5 > Section 4 > Unit 3 > Lesson 8: St. Patrick's Day > SING St. Patrick's Day
	Grade 5 > Section 4 > Unit 4 > Lesson 1: Laotian New Year > SING Suk san wan pi mai
	Grade 5 > Section 4 > Unit 4 > Lesson 2: Earth Day > SING Big Big World
	Grade 5 > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > SING La víbora de la mar
	Grade 5 > Section 4 > Unit 5 > Lesson 1: Puerto Rican Day > SING Qué bonita bandera

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > TEACHER TO TEACHER Chinese Lyrics
	Grade 5 > Section 1 > Unit 2 > Music News: Spotlight Articles > AUDIENCE ETIQUETTE Appropriate Items at a Concert
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > AUDIENCE ETIQUETTE Attending a Classical Concert
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > AUDIENCE ETIQUETTE Concert Etiquette
	Grade 5 > Section 3 > Unit 2 > Lesson 3: Southern Nights > PERFORMANCE Audience Etiquette
	Grade 5 > Section 3 > Unit 4 > Lesson 5: A Gentle River Runs > PERFORMANCE Performer Etiquette
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > SING Refine Hallelujah, Get on Board
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > PERFORMANCE Audience Participation
MU.Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Grade 5 > Section ITS > Unit 1 > Lesson 2: Home on the Range > HISTORY AND CULTURE Home on the Range
	Grade 5 > Section ITS > Unit 1 > Lesson 3: Big Yellow Taxi > DESCRIBE Expression of Ideas
	Grade 5 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > DESCRIBE Patriotic Songs
	Grade 5 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > EVALUATE Patriotic Songs
	Grade 5 > Section 1 > Unit 1 > Opener: Americans Sing! > UNIT THEME Americans Sing!
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > HISTORY AND CULTURE Diane Warren
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > HISTORY AND CULTURE John Newton
	Grade 5 > Section 1 > Unit 1 > Lesson 6: Hearing and Seeing Textures > HISTORY AND CULTURE R. Carlos Nakai
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > HISTORY AND CULTURE Percussion Instruments
	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > LISTEN Interview with Todd Cope
	Grade 5 > Section 1 > Unit 2 > Opener: Coming to America > UNIT THEME Coming to America
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > LISTEN Nead na lachan sa mhúta
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > LISTEN Soojin Kim Ritterling

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > HISTORY AND CULTURE Flower Drum Songs
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > HISTORY AND CULTURE Funiculi, Funicula
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > HISTORY AND CULTURE Mariachi Music
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > COMPARE Two Songs
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > HISTORY AND CULTURE Italian Terms
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > HISTORY AND CULTURE Folk Tune
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > SCHOOL TO HOME Singing Games
	Grade 5 > Section 1 > Unit 3 > Music News: Spotlight Articles > ANALYZE Toni Marchioni
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > HISTORY AND CULTURE Battle of Jericho
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > SING Loch Lomond
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > HISTORY AND CULTURE Follow the Drinkin' Gourd
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > SCHOOL TO HOME The Oral Tradition
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > HISTORY AND CULTURE The Legend of John Henry
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > HISTORY AND CULTURE Haere Ra
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > HISTORY AND CULTURE From Spirituals to Blues to Hip-Hop
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > HISTORY AND CULTURE Improvisation
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > LISTEN ¡Ay, Jalisco no te rajes!
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > HISTORY AND CULTURE Solveig's Song
	Grade 5 > Section 1 > Unit 5 > Music News: Spotlight Articles > HISTORY AND CULTURE Twentieth-Century Music
	Grade 5 > Section 1 > Unit 6 > Opener: Music for Changing Times > HISTORY AND CULTURE Bob Dylan

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > HISTORY AND CULTURE Harry Belafonte and Robert Freedman
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > HISTORY AND CULTURE El vito
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > HISTORY AND CULTURE Paul Desmond
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > MOVE Guantanamo
	Grade 5 > Section 2 > Unit 2 > Lesson 2: More Rhythm Patterns > HISTORY AND CULTURE John Kanaka
	Grade 5 > Section 2 > Unit 4 > Lesson 7: Listen for Minor > HISTORY AND CULTURE Bedřich Smetana
	Grade 5 > Section 3 > Unit 4 > Lesson 3: A Zing-A Za > INTRODUCTION A Zing-A Za
	Grade 5 > Section 3 > Unit 5 > Lesson 1: Un lorito de Verapaz > INTRODUCTION Un lorito de Verapaz
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > INTRODUCTION Rocky Top
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > INTRODUCTION Triple Play
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > INTRODUCTION Uno, dos y tres
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > INTRODUCTION Wie schön leuchtet der Morgenstern
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > INTRODUCTION Estrella brillante
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > INTRODUCTION Ngam sang duan
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE The Changing Flag
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > ANALYZE Battle Hymn of the Republic
	Grade 5 > Section 4 > Unit 2 > Lesson 2: Chusok > HISTORY AND CULTURE Chusok Festival
	Grade 5 > Section 4 > Unit 2 > Lesson 3: Diwali > HISTORY AND CULTURE Diwali
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > HISTORY AND CULTURE Halloween Medley
	Grade 5 > Section 4 > Unit 3 > Lesson 2: Sankta Lucia > HISTORY AND CULTURE Saint Lucia
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > HISTORY AND CULTURE Hanukkah
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > HISTORY AND CULTURE Carols and Caroling
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > HISTORY AND CULTURE Call and Response
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > HISTORY AND CULTURE African Languages

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > HISTORY AND CULTURE Kwanzaa
	Grade 5 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > HISTORY AND CULTURE Clara Barton, Amelia Earhart, and Dr. Martin Luther King, Jr.
	Grade 5 > Section 4 > Unit 3 > Lesson 7: Carnaval in Brazil > HISTORY AND CULTURE Brazilian Music
	Grade 5 > Section 4 > Unit 3 > Lesson 8: St. Patrick's Day > HISTORY AND CULTURE St. Patrick
	Grade 5 > Section 4 > Unit 4 > Lesson 1: Laotian New Year > HISTORY AND CULTURE Laotian New Year
	Grade 5 > Section 4 > Unit 4 > Lesson 2: Earth Day > HISTORY AND CULTURE Earth Day
	Grade 5 > Section 4 > Unit 4 > Lesson 3: Cinco de Mayo > HISTORY AND CULTURE Cinco de Mayo
	Grade 5 > Section 4 > Unit 5 > Lesson 1: Puerto Rican Day > HISTORY AND CULTURE Puerto Rican Day
	Grade 5 > Section 4 > Unit 5 > Lesson 1: Puerto Rican Day > HISTORY AND CULTURE Borinquen
MU.Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > ANALYZE Article on Todd Cope
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > COMPARE Patterns
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > SING Echo Phrases
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > HISTORY AND CULTURE Career
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > WRAP UP
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > COMPARE Songs for Work
	Grade 5 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 5 > Section 1 > Unit 2 > Music News: Spotlight Articles > LISTEN Etude in C-sharp Minor
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > HISTORY AND CULTURE Gospel Music
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > WRAP UP
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > MOVEMENT Patterned Movement

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > MOVEMENT Additional Patterned Movement
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > DESCRIBE Musical Elements
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > PORTFOLIO Creative Unit Project Opener
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > MOVE Üsküdar
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > MOVE Simple Gifts Dance
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > MOVE Ake Tonu
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > MOVE Och Jungfrun Hon Går I Ringen
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > MOVE Tumbai
	Grade 5 > Section 1 > Unit 6 > Opener: Music for Changing Times > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > MOVE Jó Ashíla
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > MOVE Dance for the Nations
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > MUSIC SKILLS Listen, Vocal Development, and Play
	Grade 5 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 5 > Section 2 > Unit 2 > Lesson 1: A Folk Song with Syncopation > MOVE Fun wa ni alaafia
	Grade 5 > Section 2 > Unit 2 > Lesson 6: Create a Rhythm Ostinato > MOVEMENT Patterned Movement
	Grade 5 > Section 2 > Unit 3 > Lesson 1: Sing with Fa > MOVEMENT Patterned Movement

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 2 > Unit 3 > Lesson 6: Sing in Six/Eight Meter > MOVEMENT Patterned Movement
	Grade 5 > Section 2 > Unit 4 > Lesson 2: More Sixteenth-Note Rhythms > MOVEMENT Patterned Movement
	Grade 5 > Section 2 > Unit 4 > Lesson 2: More Sixteenth-Note Rhythms > MOVEMENT Additional Patterned Movement
	Grade 5 > Section 2 > Unit 5 > Lesson 3: I-V7 Harmony in C and F > MOVEMENT Patterned Movement
	Grade 5 > Section 2 > Unit 6 > Lesson 3: A Song in Seven > MOVE Samiotissa
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > MOVEMENT Patterned Movement
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > ANALYZE State Name Rhythms
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > MOVEMENT The National Dance of Mexico
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > PLAY Percussion Accompaniment
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > ANALYZE Tonality
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > MOVEMENT Patterned Movement
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > HISTORY AND CULTURE José Feliciano
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > MOVEMENT Patterned Movement
MU.Re8.1.A Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question:How do we discern the musical creators' and performers' expressive intent?	
MU.Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.	Grade 5 > Section ITS > Unit 1 > Lesson 3: Big Yellow Taxi > MUSIC SKILLS Vocal Development
	Grade 5 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > SING Patriotic Medley
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > DESCRIBE Tempo
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > LISTEN Ode to a Butterfly
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > LISTEN American Salute
	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > LISTEN Concerto No. 3 in B-flat
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > LISTEN Korean Instruments
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > SING Echo Phrases
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > IDENTIFY Percussion Tone Colors
	Grade 5 > Section 1 > Unit 2 > Music News: Spotlight Articles > FROM THE TOP

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Opener: The Old Becomes the New > SING Change Is Good
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > SING Mango Walk
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > MUSIC SKILLS Listen and Notate
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > DESCRIBE Expressive Elements
	Grade 5 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > REVIEW
	Grade 5 > Section 1 > Unit 3 > Music News: Spotlight Articles > SPOTLIGHT ON THE PIANO TRIO
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > HISTORY AND CULTURE Woodwinds
	Grade 5 > Section 1 > Unit 4 > Music News: Spotlight Articles > FROM THE TOP
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > SING Two-Part Harmony
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > MOVEMENT Patterned Movement
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > DESCRIBE Differences in Tone Color
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > COMPARE Instrumental Tone Colors
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > DESCRIBE Vocal Colors
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > MUSIC SKILLS Vocal Development
	Grade 5 > Section 1 > Unit 5 > Music News: Spotlight Articles > SPOTLIGHT ON THE XYLOPHONE
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > SING No despiertes a mi niño
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > DESCRIBE Instrumental Tone Colors
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > MUSIC SKILLS Vocal Development
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > MUSIC SKILLS Listen, Vocal Development, and Play
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > PERFORMANCE Using Dynamics
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > READ Dynamics
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > READ Dynamics
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > PLAY Rhythm Patterns
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > PLAY State Name Rhythms
	Grade 5 > Section 4 > Unit 3 > Lesson 6: Martin Luther King, Jr. Day > DESCRIBE Tone Color

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
MU.Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	Grade 5 > Section 1 > Unit 1 > Opener: Americans Sing! > EVALUATE Performances
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > DESCRIBE Preferences
	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > EVALUATE Concerto No. 3 in B-flat
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > SCHOOL TO HOME Universal Theme
	Grade 5 > Section 1 > Unit 2 > Unit Assessment: Spotlight Your Success! > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 3 > Opener: The Old Becomes the New > HISTORY AND CULTURE Rick Danko
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > DESCRIBE Word Meanings
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > LISTEN Variations on the Theme Pop! Goes the Weasel
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > SING C-Major Scale in Thirds
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > LISTEN Joyful, Joyful
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > LISTEN Largo from Symphony No. 9
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > WRAP UP
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > SING Harmony Parts
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > LISTEN Lift Every Voice and Sing
	Grade 5 > Section 1 > Unit 3 > Unit Assessment: Spotlight Your Success! > UNIT REVIEW
	Grade 5 > Section 1 > Unit 3 > Music News: Spotlight Articles > LISTEN Concerto in C Minor
	Grade 5 > Section 1 > Unit 3 > Music News: Spotlight Articles > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > LISTEN Short Ride in a Fast Machine
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > MUSIC SKILLS Listen
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > LISTEN Anvil Chorus

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > LISTEN Variations on Simple Gifts
	Grade 5 > Section 1 > Unit 4 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 1 > Unit 4 > Music News: Spotlight Articles > LISTEN Sonata for Bass Trombone
	Grade 5 > Section 1 > Unit 5 > Opener: Expressions in Song > LISTEN Vocal Expression
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > LISTEN Backwater Blues
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > DESCRIBE I-IV-V Chords
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > LISTEN Good Mornin', Blues
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > DESCRIBE Two Arrangements
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > LISTEN Anitra's Dance
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > REACHING ALL LEARNERS Inclusion
	Grade 5 > Section 1 > Unit 5 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 1 > Unit 5 > Music News: Spotlight Articles > LISTEN Carmen Fantasy
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > LISTEN Sensemayá
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > DESCRIBE Beat Groupings
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > COMPARE Songs
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > DESCRIBE Differences in Vocal Tone Color
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > LISTEN Everybody Rejoice
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > LISTEN Chamber Ensembles
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > EVALUATE Vocal Performance
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > PORTFOLIO Using a Rubric
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > ANALYZE Vocal Harmony
	Grade 5 > Section 1 > Unit 6 > Unit Assessment: Spotlight Your Success! > READ AND LISTEN
	Grade 5 > Section 2 > Unit 1 > Lesson 6: Compose a Pentatonic Melody > LISTEN Symphony No. 35, Fourth Movement
	Grade 5 > Section 2 > Unit 2 > Lesson 8: Compare Syncopated Rhythms > LISTEN King Stephen Overture
	Grade 5 > Section 2 > Unit 3 > Lesson 2: More Practice with Fa > LISTEN Finlandia

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 2 > Unit 4 > Lesson 4: More Syncopated Rhythms > LISTEN Priva Resuello
	Grade 5 > Section 2 > Unit 4 > Lesson 7: Listen for Minor > MUSIC SKILLS Listen
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > LISTEN Chorus of Villagers
	Grade 5 > Section 2 > Unit 5 > Lesson 5: I and V7 Harmony in an Opera Duet > LISTEN Sound the Trumpet
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > HISTORY AND CULTURE Béla Bartók
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > HISTORY AND CULTURE Piotr Ilyich Tchaikovsky
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > LISTEN I Am But a Small Voice Sections
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > MUSIC SKILLS Listen
	Grade 5 > Section 3 > Unit 3 > Lesson 4: I Am But a Small Voice > EVALUATE Two Songs
	Grade 5 > Section 3 > Unit 4 > Lesson 6: Hallelujah, Get on Board > MUSIC SKILLS Listen
	Grade 5 > Section 3 > Unit 6 > Lesson 3: Wie schön leuchtet der Morgenstern > MUSIC SKILLS Listen
	Grade 5 > Section 3 > Unit 6 > Lesson 6: Our World > LISTEN Tonality
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LISTEN The Liberty Bell
	Grade 5 > Section 4 > Unit 2 > Lesson 3: Diwali > LISTEN Aeyaya balano sakkad
	Grade 5 > Section 4 > Unit 2 > Lesson 3: Diwali > LISTEN Raga Malika
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > LISTEN Halloween Medley
	Grade 5 > Section 4 > Unit 3 > Lesson 2: Sankta Lucia > LISTEN Sankta Lucia
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > LISTEN Hallelujah Chorus
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > LISTEN Jingle-Bell Rock
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LISTEN Azouke Legba
	Grade 5 > Section 4 > Unit 3 > Lesson 7: Carnival in Brazil > LISTEN Batucada
	Grade 5 > Section 4 > Unit 4 > Lesson 1: Laotian New Year > LISTEN Champa Muang Lao
	Grade 5 > Section 4 > Unit 4 > Lesson 2: Earth Day > LISTEN Big Big World
	Grade 5 > Section 4 > Unit 5 > Lesson 1: Puerto Rican Day > ANALYZE Tonality
	Grade 5 > Section 4 > Unit 5 > Lesson 2: Powwow > LISTEN Fancy Dance Song
MU.Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Connect with MU.Cr2.1.5a; MU.Cr3.2.5a; MU.Pr4.1.5a; MU.Pr4.3.5a; MU.Re7.1.5a)	Grade 5 > Section ITS > Unit 1 > Lesson 4: Patriotic Medley > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section ITS > Unit 1 > Lesson 2: Home on the Range > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > INTRODUCTION

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > HISTORY AND CULTURE Folk Songs and Spirituals
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > LISTEN Cumbia del sol
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > LISTEN Bluegrass Style
	Grade 5 > Section 1 > Unit 1 > Lesson 7: Swing into a Form > HISTORY AND CULTURE Big Bands
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > HISTORY AND CULTURE Patrick S. Gilmore
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > HISTORY AND CULTURE Morton Gould
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > HISTORY AND CULTURE The Caissons Go Rolling Along
	Grade 5 > Section 1 > Unit 1 > Music News: Spotlight Articles > HISTORY AND CULTURE Career
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > HISTORY AND CULTURE Arirang
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > LISTEN Fung Yang Song
	Grade 5 > Section 1 > Unit 2 > Lesson 4: Pentatonic in New Keys > LINKS Art
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > HISTORY AND CULTURE Tito Puente
	Grade 5 > Section 1 > Unit 2 > Lesson 7: Percussion Rhythms > HISTORY AND CULTURE Nongak
	Grade 5 > Section 1 > Unit 2 > Music News: Spotlight Articles > LISTEN Interview with Jewell "Tre" Fortenberry
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > SING The Star-Spangled Banner
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > HISTORY AND CULTURE De colores
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > HISTORY AND CULTURE Lucien Cailliet
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > HISTORY AND CULTURE Symphony
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > HISTORY AND CULTURE Classifying Music
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > HISTORY AND CULTURE Üsküdar
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > HISTORY AND CULTURE Music and Dance in Shaker Worship

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > HISTORY AND CULTURE Loch Lomond
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > HISTORY AND CULTURE Simple Gifts
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > HISTORY AND CULTURE Appalachian Spring
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > HISTORY AND CULTURE Slavery in the Americas
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > SING Mary Ann
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > HISTORY AND CULTURE Tzena, Tzena
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > HISTORY AND CULTURE The Lion Sleeps Tonight
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > HISTORY AND CULTURE Huddie Ledbetter
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > HISTORY AND CULTURE George Gershwin
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > HISTORY AND CULTURE Ira Gershwin
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > HISTORY AND CULTURE Ernesto Cortázar
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > HISTORY AND CULTURE Henrik Johan Ibsen
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > HISTORY AND CULTURE Ululation
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > HISTORY AND CULTURE Guantanamo
	Grade 5 > Section 1 > Unit 6 > Lesson 4: Swinging with Sevens > DESCRIBE Beat Groupings
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > HISTORY AND CULTURE The Mohawks
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > HISTORY AND CULTURE The Navajo
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > HISTORY AND CULTURE Benjamin Britten
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > HISTORY AND CULTURE Burt Bacharach
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > HISTORY AND CULTURE Bəri Bax!

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 2 > Unit 1 > Lesson 6: Compose a Pentatonic Melody > HISTORY AND CULTURE Franz Josef Haydn
	Grade 5 > Section 2 > Unit 2 > Lesson 6: Create a Rhythm Ostinato > HISTORY AND CULTURE Play Parties
	Grade 5 > Section 2 > Unit 4 > Lesson 3: Use Rhythms You Know > HISTORY AND CULTURE There's No Hidin' Place
	Grade 5 > Section 2 > Unit 5 > Lesson 2: Practice Harmony and Rhythm > HISTORY AND CULTURE The Bartered Bride
	Grade 5 > Section 2 > Unit 5 > Lesson 5: I and V7 Harmony in an Opera Duet > HISTORY AND CULTURE Sound the Trumpet
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > HISTORY AND CULTURE Béla Bartók
	Grade 5 > Section 2 > Unit 6 > Lesson 1: Music in Fives > HISTORY AND CULTURE Piotr Ilyich Tchaikovsky
	Grade 5 > Section 2 > Unit 6 > Lesson 2: Changing Meters > HISTORY AND CULTURE Charles Ives
	Grade 5 > Section 2 > Unit 6 > Lesson 3: A Song in Seven > HISTORY AND CULTURE Samiotissa
	Grade 5 > Section 2 > Unit 6 > Lesson 4: Two Meters in Three > HISTORY AND CULTURE Pete Seeger
	Grade 5 > Section 3 > Unit 2 > Lesson 1: Surfin' U.S.A. > HISTORY AND CULTURE The Beach Boys
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > INTRODUCTION A Great Big Sea
	Grade 5 > Section 3 > Unit 4 > Lesson 4: Einini > HISTORY AND CULTURE The Celtic People
	Grade 5 > Section 3 > Unit 5 > Lesson 6: Uno, dos y tres > HISTORY AND CULTURE Conga
	Grade 5 > Section 3 > Unit 6 > Lesson 4: Estrella brillante > HISTORY AND CULTURE Villancicos
	Grade 5 > Section 3 > Unit 6 > Lesson 5: Ngam sang duan > HISTORY AND CULTURE Thai Music
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE Our Anthem's Melody
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > HISTORY AND CULTURE Who Was John Brown?
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > HISTORY AND CULTURE Hispanic Heritage Month
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > HISTORY AND CULTURE The Origins of Halloween
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > HISTORY AND CULTURE Roger Emerson

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > HISTORY AND CULTURE Peter Yarrow
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > HISTORY AND CULTURE Beginnings of Rock
MU.Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Connect with MU.Cr1.1.5a; MU.Pr4.2.5c; MU.Pr6.1.5b; MU.Re7.2.5a; MU.Re9.1.5a)	Grade 5 > Section ITS > Unit 1 > Lesson 1: Step into the Spotlight > ANALYZE Opening Text
	Grade 5 > Section ITS > Unit 1 > Lesson 2: Home on the Range > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section ITS > Unit 1 > Lesson 3: Big Yellow Taxi > LINKS Social Studies
	Grade 5 > Section 1 > Unit 1 > Lesson 1: Sing Together in Rhythm > LINKS Mathematics
	Grade 5 > Section 1 > Unit 1 > Lesson 2: Pitch Power > LINKS Art
	Grade 5 > Section 1 > Unit 1 > Lesson 3: Latin Rhythms > LINKS Social Studies
	Grade 5 > Section 1 > Unit 1 > Lesson 4: Pentatonic in Two Keys > LINKS Language Arts
	Grade 5 > Section 1 > Unit 1 > Lesson 5: Bluegrass Sounds > LINKS Science
	Grade 5 > Section 1 > Unit 1 > Lesson 6: Hearing and Seeing Textures > DESCRIBE Texture
	Grade 5 > Section 1 > Unit 1 > Lesson 6: Hearing and Seeing Textures > LINKS Art
	Grade 5 > Section 1 > Unit 1 > Lesson 8: A Dynamic Theme > LINKS Language Arts
	Grade 5 > Section 1 > Unit 2 > Opener: Coming to America > HISTORY AND CULTURE The Statue of Liberty
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > LINKS Social Studies
	Grade 5 > Section 1 > Unit 2 > Lesson 1: Rhythms from Ireland > LINKS Art
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > LINKS Social Studies
	Grade 5 > Section 1 > Unit 2 > Lesson 2: East Meets West > LINKS Science
	Grade 5 > Section 1 > Unit 2 > Lesson 3: It's Great to Syncopate! > LINKS Health
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > LINKS Language Arts
	Grade 5 > Section 1 > Unit 2 > Lesson 5: Italians Bring Their Styles > HISTORY AND CULTURE Giacomo Puccini
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > LINKS Art
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > LINKS Mathematics
	Grade 5 > Section 1 > Unit 2 > Lesson 6: Latin Rhythms Move North > LINKS Art
	Grade 5 > Section 1 > Unit 2 > Lesson 8: Textures Create Interest > LINKS Language Arts
	Grade 5 > Section 1 > Unit 3 > Lesson 1: Meter Makes a Difference > LINKS Social Studies
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > HISTORY AND CULTURE Calypso
	Grade 5 > Section 1 > Unit 3 > Lesson 2: Steps of the Major Scale > LINKS Language Arts
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > HISTORY AND CULTURE Pop! Goes the Weasel

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > HISTORY AND CULTURE My Government Claim
	Grade 5 > Section 1 > Unit 3 > Lesson 3: Six/Eight Meter and Rhythms > LINKS Language Arts
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > COMPARE Art and Song
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > LINKS Art
	Grade 5 > Section 1 > Unit 3 > Lesson 4: Transform with Harmony > LINKS Science
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > LINKS Health
	Grade 5 > Section 1 > Unit 3 > Lesson 5: Changes in Style > HISTORY AND CULTURE Arranger
	Grade 5 > Section 1 > Unit 3 > Lesson 6: Melodies Use Different Scales > LINKS Language Arts
	Grade 5 > Section 1 > Unit 3 > Lesson 7: Transform by Adding Rhythms > LINKS Social Studies
	Grade 5 > Section 1 > Unit 3 > Lesson 8: Express Yourself! > LINKS Theater
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > HISTORY AND CULTURE Mary O'Neill
	Grade 5 > Section 1 > Unit 4 > Opener: A Tale to Be Told > LINKS Language Arts
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > LINKS Language Arts
	Grade 5 > Section 1 > Unit 4 > Lesson 1: Moving Rhythms > IDENTIFY Sixteenth-Note Patterns
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > HISTORY AND CULTURE The Pony Express
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > LINKS Mathematics
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > HISTORY AND CULTURE The Erie Canal
	Grade 5 > Section 1 > Unit 4 > Lesson 2: History in a New Key > LINKS Art
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > LINKS Art
	Grade 5 > Section 1 > Unit 4 > Lesson 3: Story Rhythms > HISTORY AND CULTURE The Shakers
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > LINKS Language Arts
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > LINKS Science
	Grade 5 > Section 1 > Unit 4 > Lesson 4: Triad Messages > PORTFOLIO Creative Unit Project
	Grade 5 > Section 1 > Unit 4 > Lesson 5: Three Songs Tell One Story > LINKS Science
	Grade 5 > Section 1 > Unit 4 > Lesson 6: Tales in Different Cultures > LINKS Theater
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > LINKS Physical Education
	Grade 5 > Section 1 > Unit 4 > Lesson 7: Tales in Movement > LINKS Science

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 1 > Unit 4 > Lesson 8: Texture Gets Thicker > LINKS Social Studies
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > LINKS Mathematics
	Grade 5 > Section 1 > Unit 5 > Lesson 1: Chords from the Islands > DESCRIBE Painting
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > REACHING ALL LEARNERS English Language Learners
	Grade 5 > Section 1 > Unit 5 > Lesson 2: Harmony on the Move > LINKS Language Arts
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > DESCRIBE Painting
	Grade 5 > Section 1 > Unit 5 > Lesson 3: How Blue Are You? > LINKS Art
	Grade 5 > Section 1 > Unit 5 > Lesson 4: Singin' the Blues > LINKS Language Arts
	Grade 5 > Section 1 > Unit 5 > Lesson 5: Sing in Two Parts > LINKS Social Studies
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > LINKS Health
	Grade 5 > Section 1 > Unit 5 > Lesson 6: A Moving Form > LINKS Language Arts
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > LINKS Theater
	Grade 5 > Section 1 > Unit 5 > Lesson 7: Scandinavian Soundscape > LINKS Art
	Grade 5 > Section 1 > Unit 5 > Lesson 8: Articulating in Circles > LINKS Art
	Grade 5 > Section 1 > Unit 5 > Music News: Spotlight Articles > HISTORY AND CULTURE Career
	Grade 5 > Section 1 > Unit 6 > Lesson 1: Turn the Beat Around > LINKS Art
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > DESCRIBE Painting
	Grade 5 > Section 1 > Unit 6 > Lesson 2: Meter in Three and Five > LINKS Art
	Grade 5 > Section 1 > Unit 6 > Lesson 3: Meters That Change > LINKS Social Studies
	Grade 5 > Section 1 > Unit 6 > Lesson 5: Passing on Traditions > LINKS Social Studies
	Grade 5 > Section 1 > Unit 6 > Lesson 6: A Tone Color for Each Voice > LINKS Health
	Grade 5 > Section 1 > Unit 6 > Lesson 7: Reach Out with Singing > LINKS Language Arts
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > INTRODUCTION
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > LINKS Theater
	Grade 5 > Section 1 > Unit 6 > Lesson 8: Bring Harmony to the World > LINKS Language Arts
	Grade 5 > Section 2 > Unit 1 > Lesson 2: Practice Basic Rhythms and Pitches > LINKS Language Arts
	Grade 5 > Section 2 > Unit 1 > Lesson 3: Create with Pitches and Rhythms > HISTORY AND CULTURE Benjamin Franklin
	Grade 5 > Section 3 > Unit 1 > Lesson 1: The Music Man JR. > LINKS Language Arts
	Grade 5 > Section 3 > Unit 1 > Lesson 1: The Music Man JR. > LINKS Mathematics
	Grade 5 > Section 3 > Unit 1 > Lesson 1: The Music Man JR. > LINKS Social Studies
	Grade 5 > Section 3 > Unit 1 > Lesson 1: The Music Man JR. > LINKS Art
	Grade 5 > Section 3 > Unit 1 > Lesson 1: The Music Man JR. > MUSICAL THEATER VOCABULARY
	Grade 5 > Section 3 > Unit 2 > Lesson 4: Hero > LINKS Language Arts

5th Grade Music Alignment

NCAS Correlation

Standard	Course Location
	Grade 5 > Section 3 > Unit 3 > Lesson 3: Like a Mighty Stream > LINKS Social Studies
	Grade 5 > Section 3 > Unit 3 > Lesson 5: I Hear America Singing > LINKS Social Studies
	Grade 5 > Section 3 > Unit 4 > Lesson 2: A Great Big Sea > LINKS Science
	Grade 5 > Section 3 > Unit 5 > Lesson 2: Rocky Top > LINKS Language Arts
	Grade 5 > Section 3 > Unit 5 > Lesson 3: Triple Play > LINKS Mathematics
	Grade 5 > Section 3 > Unit 6 > Lesson 1: Star Canon > LINKS Language Arts
	Grade 5 > Section 3 > Unit 6 > Lesson 2: The Path to the Moon > LINKS Language Arts
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINKS Language Arts
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINKS Social Studies
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINKS Theater/Social Studies
	Grade 5 > Section 4 > Unit 1 > Lesson 1: Songs of Our Country > LINKS Social Studies/Art
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > LINKS Art
	Grade 5 > Section 4 > Unit 2 > Lesson 1: Hispanic Heritage Month > LINKS Social Studies
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > LINKS Science
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > LINKS Art
	Grade 5 > Section 4 > Unit 2 > Lesson 4: Halloween > LINKS Language Arts
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINKS Language Arts
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINKS Science
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINKS Mathematics
	Grade 5 > Section 4 > Unit 3 > Lesson 1: Seasonal Songs > LINKS Art
	Grade 5 > Section 4 > Unit 3 > Lesson 3: Hanukkah > LINKS Social Studies
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > LINKS Science
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > LINKS Social Studies
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > LINKS Mathematics
	Grade 5 > Section 4 > Unit 3 > Lesson 4: Christmas > LINKS Physical Education
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LINKS Social Studies
	Grade 5 > Section 4 > Unit 3 > Lesson 5: Kwanzaa > LINKS Art
	Grade 5 > Section 4 > Unit 3 > Lesson 8: St. Patrick's Day > LINKS Science
	Grade 5 > Section 4 > Unit 4 > Lesson 1: Laotian New Year > LINKS Social Studies/Art
	Grade 5 > Section 4 > Unit 4 > Lesson 2: Earth Day > LINKS Science/Theater
	Grade 5 > Section 4 > Unit 5 > Lesson 2: Powwow > LINKS Art
	Grade 5 > Section 4 > Unit 5 > Lesson 2: Powwow > LINKS Social Studies

APPENDIX B

Virtual Preparatory Academy of Pennsylvania

SPECIAL EDUCATION PROCEDURES & POLICIES

These are draft policies provided to the Board of Trustees by our partner, ACCEL Schools. These will be used as the basis of school policies and are subject to modification by the Board of Trustees.

If the charter application is approved, these will be modified to reflect Virtual Prep Academy of Pennsylvania's mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these policies could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These policies are not intended to conflict with charter requirements.

DRAFT

Virtual Prep Academy of Pennsylvania Special Education Procedures

These are draft procedures provided to the Board of Trustees and our partner, ACCEL Schools. These will be used as the basis of school procedures and are subject to modification by the Board of Trustees.

If the charter application is approved, these will be modified to reflect Virtual Prep Academy of Pennsylvania's mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these procedures could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These procedures are not intended to conflict with charter requirements.

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Introduction

Virtual Prep Academy of Pennsylvania is committed to creating an environment of learning while remaining compliant with Federal and Pennsylvania state special education procedures. As such, Virtual Prep Academy of Pennsylvania has aligned the school's Special Education Procedures with *Chapter 711: Charter School and Cyber Charter School Services and Programs for Children with Disabilities* and the Individuals with Disabilities Education Act. Some language in this document is taken directly from Chapter 711.

Chapter 711

§ 711.2. Purposes and Intent

Virtual Prep Academy of Pennsylvania will meet its obligation to ensure the school complies with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities), and Section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance). This chapter does not prevent Virtual Prep Academy of Pennsylvania and a school district from entering into agreements regarding the provision of services and programs to comply with this chapter, whether or not the agreements involve payment for the services and programs by the cyber charter school. Virtual Prep Academy of Pennsylvania is exempt from Chapter 14 (relating to special education services and programs). Children with disabilities will have access to the general curriculum and participate in State and local assessments as established and described in Chapter 4 (relating to academic standards and assessment) at Virtual Prep Academy of Pennsylvania. Virtual Prep Academy of PA will utilize prereferral intervention strategies, in accordance with 34 CFR 300.226 (relating to early intervening services) and as outlined in § 711.23(c) (relating to screening) to promote students' success in the general education environment.

§ 711.3. Incorporation of Federal Regulations

Virtual Prep Academy of Pennsylvania will assume the duty to ensure that a free and public education (FAPE) is available to a child with a disability in compliance with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance). The requirements of 34 CFR Part 300 as published at 71 FR 46540—46845 (August 14, 2006), amended at 73 FR 73006—73029 (December 1, 2008) are incorporated by reference, as follows:

- (1) 34 CFR 300.4—300.8(a) and (c) (relating to act; assistive technology device; assistive technology service; charter school; and child with a disability).
- (2) 34 CFR 300.9—300.15 (relating to consent; core academic subjects; day; business day; school day; educational service agency; elementary school; equipment; and evaluation).
- (3) 34 CFR 300.17—300.19 (relating to free appropriate public education; highly qualified special education teachers; and homeless children).
- (4) 34 CFR 300.22 and 300.23 (relating to individualized education program; and individualized education program team).
- (5) 34 CFR 300.27—300.30 (relating to limited English proficient; local educational agency; native language; and parent / guardian).

- (6) 34 CFR 300.32—300.37 (relating to personally identifiable; public agency; related services; scientifically based research; and secondary school).
- (7) 34 CFR 300.39 (relating to special education).
- (8) 34 CFR 300.41—300.45 (relating to State educational agency; supplementary aids and services; transition services; universal design; and ward of the state).
- (9) 34 CFR 300.101 and 34 CFR 300.102 (relating to free appropriate public education (FAPE); and limitation—exception to FAPE for certain ages).
- (10) 34 CFR 300.104—300.108 (relating to residential placement; assistive technology; extended school year services; nonacademic services; and physical education).
- (11) 34 CFR 300.113 and 300.114(a)(2) (relating to routine checking of hearing aids and external components of surgically implanted medical devices; and LRE requirements).
- (12) 34 CFR 300.115—300.117 (relating to continuum of alternative placements; placements; and nonacademic settings).
- (13) 34 CFR 300.122 (relating to evaluation).
- (14) 34 CFR 300.148 (relating to placement of children by parent / guardians when FAPE is at issue).
- (15) 34 CFR 300.160 (relating to participation in assessments).
- (16) 34 CFR 300.172 (relating to access to instructional materials).
- (17) 34 CFR 300.174 (relating to prohibition on mandatory medication).
- (18) 34 CFR 300.207 (relating to personnel development).
- (19) 34 CFR 300.210—300.213 (relating to purchase of instructional materials; information for SEA; public information; and records regarding migratory children with disabilities).
- (20) 34 CFR 300.226 (relating to early intervening services).
- (21) 34 CFR 300.300 and 300.301 (relating to parent / guardian consent; and initial evaluations).
- (22) 34 CFR 300.302—300.307(a)(1)(2) and (b) (relating to screening for instructional purposes is not evaluation; reevaluations; evaluation procedures; additional requirements for evaluations and reevaluations; determination of eligibility; and specific learning disabilities).
- (23) 34 CFR 300.308—300.311 (relating to additional group members; determining the existence of a specific learning disability; observation; and specific documentation for the eligibility determination).
- (24) 34 CFR 300.320—300.325 (relating to definition of individualized education program; IEP Team; parent / guardian participation; when IEPs must be in effect; development, review, and revision of IEP; and private school placement by public agencies).
- (25) 34 CFR 300.327 and 300.328 (relating to educational placements; and alternative means of meeting participation).
- (26) 34 CFR 300.501—300.508 (relating to opportunity to examine records; parent / guardian participation in meetings; independent education evaluation; prior notice by the public agency, content of notice; procedural safeguards notice; electronic mail; mediation; filing a due process complaint; and due process complaint).

- (27) 34 CFR 300.510—300.516 (relating to resolution process; impartial due process hearing; hearing rights; hearing decisions; finality of decision; appeal; partial review; timelines and convenience of hearings and reviews; and civil action).
 - (28) 34 CFR 300.518(a), (b) and (d) and 300.519 (relating to child’s status during proceedings; and surrogate parent / guardians).
 - (29) 34 CFR 300.530—300.537 (relating to authority of school personnel; determination of setting; appeal; placement during appeals; protections for children not determined eligible for special education and related services; referral to and action by law enforcement and judicial authorities; change of placement because of disciplinary removals; and state enforcement mechanisms).
 - (30) 34 CFR 300.610—300.625 (relating to confidentiality; definitions; notice to parent / guardians; access rights; record of access; records on more than one child; list of types and locations of information; fees; amendment of records at parent / guardian request; opportunity for a hearing; result of hearing; hearing procedures; consent; safeguards; destruction of information; and children’s rights).
- (c) The requirements of 34 CFR Part 104 are incorporated by reference as follows:
- (1) 104.3(f), (h)—(j), (k)(2) and (1) (relating to definitions).
 - (2) 104.4—104.8, regarding discrimination prohibited; assurances required; remedial action; designation of responsible employee; and notice.
 - (3) 104.10 (relating to effect of state or local law or other requirements and effect of employment opportunities).
 - (4) 104.11 and 104.12 (relating to discrimination prohibited; and reasonable accommodation).
 - (5) 104.21—104.37, regarding accessibility.

§ 711.4. Supervision

Virtual Prep Academy of Pennsylvania will provide general supervision of special education services and programs to ensure compliance with § 711.3 (relating to incorporation of Federal regulations). Virtual Prep Academy of Pennsylvania will comply with IDEA in accordance with the policies and procedures in the Department’s IDEA grant application under 34 CFR 300.100 (relating to eligibility for assistance) and as approved by the United States Department of Education. Virtual Prep Academy of Pennsylvania will:

- (1) Comply with the Department’s compliance monitoring requirements.
- (2) Provide the information requested by the Department.
- (3) Complete the corrective action required by the Department.

§ 711.5. Personnel

Virtual Prep Academy of Pennsylvania will ensure the following appropriate certifications are required:

- Persons who provide special education or related services to children with disabilities at Virtual Prep Academy of Pennsylvania will have appropriate certification, notwithstanding section 1724-A of the act (24 P. S. § 17-1724-A).

Educational Interpreters

An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting. To serve as an educational interpreter at Virtual Prep Academy of Pennsylvania, consistent with the Sign Language Interpreter/Translator State Registration Act (63 P. S. §§ 1725.1—1725.12), an individual will meet the following qualifications:

- Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned.
- Be a qualified sign language interpreter or qualified Translator under the Sign Language Interpreter or Translator State Registration Act and its implementing regulations.
- Provide evidence of a minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.

(c) *Review of EIPA score.* The Department, in consultation with the State Board of Education will review the EIPA score requirement every two years.

§ 711.6. Annual Report

Data Collection and Reporting for Special Education

Virtual Prep Academy of Pennsylvania will follow the Pennsylvania Information Management System (PIMS) requirements and specifications and comply with Special Education Data Collection protocol. Templates will be submitted in the Special Education Domain as students enrolled in charter schools are reported by the charter school. The December Special Education Submission (Student template and special education snapshot) will include all special education students with a valid IEP as of 12/1 of the school year. The July Special Education submission (Student template and special education snapshot) will include all students that received special education services from July 1 through June 30 who exited at any time during the current school year.

The annual report required under section 1728-A(b) of the act (24 P. S. § 17-1728-A(b)) will include:

- The number of children with disabilities in special education.
- The services, programs, and resources being implemented by Virtual Prep Academy of Pennsylvania.
- The services and programs utilized by Virtual Prep Academy of Pennsylvania through contracting with another public agency, other organizations or individuals.
- The services and programs utilized by Virtual Prep Academy of Pennsylvania through the assistance of an intermediate unit as prescribed under sections 1725-A(a)(4) and 1744-A(3) of the act (24 P. S. §§ 17-1725-A(a)(4) and 1744-A(3)).
- Staff training in special education utilized by Virtual Prep Academy of

Pennsylvania through the PDE's training and technical assistance network and intermediate unit.

The annual report must include an assurance that Virtual Prep Academy of Pennsylvania is in compliance with Federal laws and regulations governing children with disabilities and the requirements of this chapter.

The annual report must include the age and type of exceptionality for each enrolled child with a disability; the level of intervention provided to each child with a disability; certification of staff providing services to each child with a disability; and programs and services available to children with a disability.

§ 711.7. Enrollment

Virtual Prep Academy of Pennsylvania will have an open enrollment policy: any eligible public school student in the Commonwealth of Pennsylvania can attend. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc.

Virtual Prep Academy of Pennsylvania will not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

Virtual Prep Academy of Pennsylvania will not discriminate in its admission policies or practices on the basis of intellectual ability. Admission criteria may not include measures of achievement or aptitude.

§ 711.8. Education Records

Confidentiality-The Family Educational Rights and Privacy Act (FERPA)

Virtual Prep Academy of Pennsylvania recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Virtual Prep Academy of Pennsylvania is prepared to ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Virtual Prep Academy of Pennsylvania will follow the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards.

Requests to View Files

A parent / guardian/guardian has the right to review the files of their child. The parent / guardian may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).

- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is 18 years of age or attending a postsecondary education institution, the right accorded to and consent required of a student's parent / guardian by law will only be accorded to and required of the student.

Parent / Guardian Access Rights

A parent / guardian, eligible student, or designated representative will have access to the student's education records within 45 days of receipt of written request in order to inspect, review or copy education records. A parent / guardian also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the parent / guardian, the Consent to Release Information form must be completed by the parent / guardian.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Accessing Records

Virtual Prep Academy of Pennsylvania will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The parent / guardian has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education will be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible children are enforced and administered. This official will:

- Annually notify parent / guardians and eligible students of this policy, its procedures, and their rights. The notification will be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all Virtual Prep Academy of Pennsylvania faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing will consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, *without the prior written consent of the parent / guardian/legal guardian or Eligible Student*. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent. All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Virtual Prep Academy of Pennsylvania as *student name, student WebMail address, state of residence, student telephone number, and student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational Records without Consent: Legitimate Educational Interest

Virtual Prep Academy of Pennsylvania may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, Virtual Prep Academy of Pennsylvania will obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred will forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in Virtual Prep Academy of Pennsylvania.

When the educational records for a child with a disability are transferred to a public agency, private school, approved private school or private agency from Virtual Prep Academy of Pennsylvania, the school will forward the child's educational records, including the most recent IEP, within 10 school days after Virtual Prep Academy of Pennsylvania is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

Virtual Prep Academy of Pennsylvania will maintain educational records for children with disabilities consistent with the regulations for FERPA (20 U.S.C.A. § § 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy).

§ 711.9. Payments

As a public school, Virtual Prep Academy of Pennsylvania will comply with 22 PA. Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). Virtual Prep Academy of Pennsylvania will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts. Virtual Prep Academy of Pennsylvania is prepared to serve as a Local Education Agency (LEA).

The child's school district of residence will provide the special education payments required by section 1725-A(a)(3) of the act (24 P. S. § 17-1725-A(a)(3)) to Virtual Prep Academy of Pennsylvania either when:

- (1) A child currently receiving special education services begins attending Virtual Prep Academy of Pennsylvania.
- (2) Virtual Prep Academy of Pennsylvania has identified an enrolled child as a child with a disability under IDEA, has developed an IEP for the child and notifies the district of residence of the identification.

When a child for whom Virtual Prep Academy of Pennsylvania received the special education payment required under section 1725- A(a)(3) of the act enrolls in another public agency, private school or private agency, Virtual Prep Academy of Pennsylvania will immediately inform the child's school district of residence that its payment responsibilities under section 1725-A(a)(3) of the act have ceased.

§ 711.10. Complaint Procedure

Procedural Safeguards Notice

Parent / guardians of children who receive or who may be eligible for special education services have rights under the IDEA. The Procedural Safeguards Notice provides a detailed explanation of those rights. Virtual Prep Academy of Pennsylvania will give parent / guardians a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parent / guardians can also obtain a copy of the Procedural

Safeguards Notice from Virtual Prep Academy of Pennsylvania at any time. An additional document is available to help parent / guardians to better understand the Notice document, *The Parent / guardians' Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parent / guardians will also receive the Parent / guardians' Rights documents upon initial referral or upon the parent / guardian's request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Virtual Prep Academy of Pennsylvania will establish a complaint procedure consistent with 34 CFR 300.151—300.153 (relating to adoption of State complaint procedures; minimum State complaint procedures; and filing a complaint) and disseminate notice of that procedure.

IDENTIFICATION AND EVALUATION

§ 711.21. Child Find

Student Identification and Child Find

As a cyber school in Pennsylvania, Virtual Prep Academy of Pennsylvania is bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, "Charter School and Cyber Charter School Services and Programs for Children with Disabilities," as well as the requirements of the Individuals with Disabilities Education Improvement Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). Virtual Prep Academy of Pennsylvania's Director of Special Education will serve as the Child Find Coordinator and provide Child Find information to school staff, parent / guardians, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to Virtual Prep Academy of Pennsylvania staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening procedures, creating and maintaining written policies, and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Virtual Prep Academy of Pennsylvania.

School Professional Development Related to Child Find

The Director of Special Education and Student Support Team leader will provide the entire Virtual Prep Academy of Pennsylvania staff with Child Find training and compliance progress updates. At the start of the school year, the staff will be provided information on documenting information received by parent / guardians regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Virtual Prep Academy of Pennsylvania special education team. Subsequent professional development for school staff will include how to interpret universal screening results, intervention processes and results, as well as measures of compliance with Pennsylvania Special Education Evaluation Timelines.

Written Policies and Public Awareness Related to Child Find

Virtual Prep Academy of Pennsylvania's statement about Child Find will be accessible to the general public can be located on the general school public website. In addition, all families enrolled in Virtual Prep Academy of Pennsylvania will receive Child Find

information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent / guardian Guide to Special Education for School-Age Children* will also be provided in all locations.

To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), Virtual Prep Academy of Pennsylvania will establish written policies and procedures to ensure that all children with disabilities who are enrolled in Virtual Prep Academy of Pennsylvania, and who are in need of special education and related services, are identified, located and evaluated. Virtual Prep Academy of Pennsylvania's written policy will include:

- (1) Public awareness activities sufficient to inform parent / guardians of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs. Written information will be published in the Virtual Prep Academy of Pennsylvania handbook and web site.
- (2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Virtual Prep Academy of Pennsylvania.

§ 711.22. Reevaluation

Reevaluation

Virtual Prep Academy of Pennsylvania will remain in full compliance with regulations requiring triennial (biennial for students identified as having an intellectual disability) special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the Virtual Prep Academy of Pennsylvania IEP Team will meet to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data will be documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school will then issue a Permission to Reevaluate-Consent (PTR-Consent) form to obtain signed parent / guardian consent for reevaluation. Virtual Prep Academy of Pennsylvania will not proceed with the reevaluation without parent / guardian consent and will make every attempt to receive consent.

Virtual Prep Academy of Pennsylvania will complete all reevaluations within the 60 days of the receipt of signed parent / guardian consent, as required by Pennsylvania statute. Reevaluations will be conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by Virtual Prep Academy of Pennsylvania will take a child's English Language ability and disability into consideration. Once the evaluation is complete, Virtual Prep Academy of Pennsylvania will provide parent / guardians with a copy of the report. A multidisciplinary team will then review the report to determine continued eligibility. Once a child is found to continue to need special education services, and the RR form is completed and provided to parent / guardians, an IEP team meeting is scheduled to develop the IEP within 30 days of the date of the RR.

If the team, including the parent / guardian, agrees that reevaluation is not necessary, the school provides the *Agreement to Waive Reevaluation* form to the parent / guardians, with

reasons the reevaluation was waived. Parent / guardians must sign this form as an agreement to waive the reevaluation. If parent / guardians disagree, the reevaluation must proceed. If at any time, the parent / guardian or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students that have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent / guardian believes that Virtual Prep Academy of Pennsylvania's evaluation was not conducted properly or disagrees with the findings, the parent / guardian has the right to request an Independent Education Evaluation (IEE). Virtual Prep Academy of Pennsylvania will provide the IEE by an approved evaluator to the parent / guardian at Virtual Prep Academy of Pennsylvania's expense. The IEE results will be taken into consideration when determining eligibility for special education and/or programming.

Students who Enroll in Virtual Prep Academy of Pennsylvania with an IEP

During enrollment, families will be given the opportunity to inform Virtual Prep Academy of Pennsylvania if their child has an IEP or 504 plan. Parent / guardians may provide a copy of the documents or Virtual Prep Academy of Pennsylvania will obtain the documents from the previous school district. Virtual Prep Academy of Pennsylvania will conduct IEP meetings within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. In addition to being active participants in the IEP team meetings, parent / guardians will be provided with Prior Written Notice / Notice of Recommended Education Placement detailing the type and level of supports decided upon by the IEP team.

The parent / guardian or teacher of a child with a disability has the right under 34 CFR Part 300.303(b) (relating to reevaluations) to request a reevaluation annually. More frequent reevaluations may only occur if the parent / guardian and Virtual Prep Academy of Pennsylvania agree. In addition to the requirements incorporated by reference in 34 CFR 300.303 (relating to reevaluation), reevaluation time line will be 60 calendar days from the receipt of the signed permission to reevaluate from the parent / guardian/guardian, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted. Virtual Prep Academy of Pennsylvania will reevaluate students with disabilities at least once every three years. Children with disabilities who are identified as a student with an intellectual disability will be reevaluated minimally once every two years.

§ 711.23. Screening

Participation in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team

Special education will be represented on Virtual Prep Academy of Pennsylvania's MTSS/RtII process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team member will ensure that students who are not responding adequately to the interventions established are referred for special education in a timely manner, engaging parent / guardians in the process. The team will verify that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior

concerns, intervention results, and academic progress will also be reviewed by the team.

Pre-Referral/Referral/Initial Evaluation

Students may be referred for special education evaluation by their parent / guardians, teacher, or the SST. The SST, consisting of general education teachers, special education staff, and school administrators will regularly review data on students that are not progressing as expected. The SST will consult with the parent / guardians and address struggling students' needs through the MTSS/RtII process. The teacher will implement and document interventions and the student's response to interventions. If a student is referred for an evaluation, the students' response to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent / guardian-requested special education evaluation.

Virtual Prep Academy of Pennsylvania will establish a system of screening which may include prereferral intervention services to accomplish the following:

- (1) Identification and provision of initial screening for students prior to referral for a special education evaluation, including those services outlined in subsection (c).
- (2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
- (3) Identification of students who may need special education services and programs.

The screening process must include:

- (1) Hearing and vision screening in accordance with section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
- (2) Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Virtual Prep Academy of Pennsylvania will develop a program of prereferral intervention services. In the case of Virtual Prep Academy of Pennsylvania meeting the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the PDE, the services are required and include:

- (1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
- (2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.
- (3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.

- (4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
- (5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
- (6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
- (7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
- (8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parent / guardians.
- (9) Screening or prereferral intervention activities may not serve as a bar to the right of a parent / guardian to request an evaluation, at any time, including prior to or during the conduct of screening or prereferral intervention activities.

§ 711.24. Evaluation

Initial Evaluation

Students may be referred for special education evaluation by their parent / guardians, teacher, or the SST. The SST, consisting of general education teachers, special education staff, and school administrators will regularly review data on students that are not progressing as expected. When a parent / guardian requests a special education evaluation, the process occurs *concurrently* with the MTSS/RtII process if the student is in need of academic intervention. Virtual Prep Academy of Pennsylvania will respond to the parent / guardian's verbal request within 10 days by issuing the Permission to Evaluate-Request (PTE-Request) form, as well as the Procedural Safeguards Letter and Notice. Upon receipt of the parent /guardian's written request, Virtual Prep Academy of Pennsylvania will issue the Permission to Evaluate-Consent (PTE-Consent) form within 10 days to gain the parent /guardian's permission to evaluate. This form outlines the reason for the special education evaluation referral and lists the assessments that will be conducted. Parent / guardian input and any outside evaluations will also be collected during the evaluation process.

The special education evaluation will be coordinated with the parent / guardian and an evaluator in close proximity to the student and completed within 60 calendar days of Virtual Prep Academy of Pennsylvania's receipt of signed PTE-Consent form. Once the evaluation is complete, the parent / guardians will join a multidisciplinary team meeting to review the assessment results and determine the student's eligibility for special education, completing an Evaluation Report (ER). If the student is found eligible as a student with a disability and in need of specially designed instruction, Virtual Prep Academy of PA will convene the IEP meeting within 30 days after the completion of an *Evaluation Report (ER)*.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must take into account the child's English language skills and ethnic background to ensure that the testing and evaluation will be equitable for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Upon enrollment with Virtual Prep Academy of Pennsylvania, parent/guardians will complete a Language Preference Form to ensure communication and assessments are delivered in the student/family's native language.

Disproportionality

Virtual Prep Academy of Pennsylvania will collect and examine data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel
- More than one single measure or assessment will be used to determine a disability
- Evaluations will not be discriminatory or racially/culturally biased
- Evaluations will take into consideration the child's English language skills, including ethnic background
- Evaluations will be administered in the child's native language, or mode of communication

If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

§ 711.25. Criteria for the Determination of Specific Learning Disabilities

Following are State-level criteria for determining the existence of a specific learning disability. Virtual Prep Academy of Pennsylvania will develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures will be included in the school's charter application and annual report. To determine that a child has a specific learning disability, Virtual Prep Academy of Pennsylvania will:

- (1) Address whether the child does not achieve adequately for the child's age or meet State- approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:
 - a. Oral expression.
 - b. Listening comprehension.
 - c. Written expression.
 - d. Basic reading skill.
 - e. Reading fluency skills.

- f. Reading comprehension.
 - g. Mathematics calculation.
 - h. Mathematics problem solving.
- (2) Use one of the following procedures:
- a. A process based on the child's response to scientific, research-based intervention, which includes documentation that:
 - i. The student received high quality instruction in the general education setting.
 - ii. Research-based interventions were provided to the student.
 - iii. Student progress was regularly monitored.
 - b. A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
- (3) Have determined that its findings under this section are not primarily the result of any of the following:
- a. A visual, hearing or orthopedic disability.
 - b. Intellectual Disability
 - c. Emotional disturbance.
 - d. Cultural factors.
 - e. Environmental or economic disadvantage.
 - f. Limited English proficiency.
- (4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:
- a. Prior to, or as a part of, the referral process, the child was provided scientifically- based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.
 - b. Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parent / guardians.

IEP

§ 711.41. IEP

IEP Team Process

Once the evaluation team has determined a child has a disability and requires specially

designed instruction, an IEP is developed within 30 days from the date of the evaluation report team meeting. From that point on, the IEP will be reviewed annually unless a meeting prior to the annual due date is necessary and/or requested by the parent/guardian. The annual IEP will be implemented within 10 school days of the IEP meeting date. An IEP meeting will also take place within 30 days of the completion of a reevaluation report.

The IEP team will include all required members including the parent / guardians, a minimum of one general education teacher, a minimum of one special education teacher, any related service providers when applicable, a local education agency representative (LEA), the student if turning 14 years or older during the duration of the annual IEP (or if the parent / guardian would like for the student to participate prior to age 14), a qualified person that can interpret the evaluation findings, and lastly, anyone else the parent / guardian would like present at the meeting that is familiar with the child and their education. Parent / guardians are IEP team members and Virtual Prep Academy of Pennsylvania will take all steps needed to ensure that one or both of the parent / guardians are present at each IEP team meeting.

The IEP developed will address any new evaluation reports, student strengths, parent / guardian input, both present level academic and functional performance, measurable yearly goals (and objectives if the student is alternatively assessed), how the disability affects progress in the general education curriculum, services and programs with dates (including transportation needs), progress reporting (at least quarterly during the school year) and how the progress will be evaluated, participation in general education classes (and other activities) with children without disabilities, accommodations (including supplementary aids and services), and participation in Pennsylvania statewide testing. The IEP team will also examine behaviors, including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The team will take into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as if eligibility for Extended School Year (ESY) services. If the student is transition age (14 years or older), transition assessments, annual goals, activities, and courses of study will be developed to support postsecondary goals.

IEP Progress Reporting

Student progress on annual goals and objectives will be monitored regularly using. The data will be summarized and provided to the parent / guardians quarterly throughout the school year, unless the IEP team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum based assessments, tests, portfolios or fluency probes. Data may also be accumulated during small group or one on one instruction. Teachers will collect and analyze the data bi-weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re- teaching of critical skills. Related service goals will also be regularly monitored and a summary included in the quarterly report provided to parent / guardians.

Assistive Technology

Virtual Prep Academy of Pennsylvania will provide students with Assistive Technology as defined by IDEA 2004, any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or

improve the functional capabilities of a child with a disability.

Consistent with Pennsylvania Chapter 711, IEP teams will consider assistive technology needs for every student with an IEP. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.

Transition

Students turning age 14 or older (or younger if appropriate) during the duration of the annual IEP will have a transition plan developed by the IEP team. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education or adult education independent or supported employment and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting. The transition plan developed will include the following: Present Level of Academic Achievement and Functional Performance, Courses of Study and Transition Activities, agency linkages, measurable annual goals/objectives, and services that the student needs to meet the goals outlined in the transition plan.

The following steps will occur to engage students in the transition process:

- The IEP Team Meeting Invitation will be addressed to the student.
- The Present Level of Academic Achievement and Functional Performance will include formal and/or informal transition assessments. The assessments will be both age-appropriate and student-focused to determine the students' strengths, needs, goals and interests. The assessments selected may include, but are not limited to, the Casey Life Skills assessment, the Myers Briggs, Keys2Work, and/or PACareerzone.org.
- Courses of Study will be addressed by the IEP team to ensure the student is taking courses and making sufficient progress to meet their post-secondary goals by the time the student graduates or transitions to adult services.
- Transition activities will be tied to transition goals. Depending on the student's post-secondary goals, activities may include college visitations and participation in state-wide Career Days. A vast number of agencies are available to support a student's transition plan and activities throughout the Commonwealth.
- Goals and objectives will be developed as an IEP team and areas of focus will include education, employment, and independent living. Goals will be developed based on the transition assessment results.
- A transition specialist will monitor and support student internships and job shadow opportunities across the state by collaborating with local businesses, colleges and universities, and the PA Office of Vocational Rehabilitation (OVR). These opportunities will be based on the student's interests and transition plan. Monitoring will include observing the student in the vocational setting, providing ongoing and frequent feedback and support and, when needed, modeling skills.

For students who are graduating or at maximum age, a Summary of Performance (SOP) document will be created to ensure the student has personal summary information that includes all of the student's abilities and limitations summarized, recommendations for continued supports for a successful transition, and input from both the student and individuals

supporting the student.

Interagency Collaboration

Virtual Prep Academy of Pennsylvania will work with students' resident districts and intermediate units to benefit enrolled students with IEPs. Interagency collaboration is a critical element of Virtual Prep Academy of Pennsylvania's continuum of special education services. This collaboration will be necessary when considering related services, mental health and welfare support, postsecondary transition planning, bridging to adult services, and placement considerations. This system will not replace the Virtual Prep Academy of Pennsylvania's responsibilities to serve enrolled students with IEPs; rather, this intensive interagency collaboration is designed to provide additional placement considerations to students' IEP teams when students need additional supports and services.

Related Services

Cyber schools offer a vast range of options for the delivery of related services. Virtual Prep Academy of Pennsylvania will contract with agencies to support the delivery of related services. Related services provided to qualifying students will include, but are not limited to:

- Speech-language services
- Occupational therapy
- Counseling services
- Social work services
- Behavior therapy
- Special transportation
- Physical therapy
- Audiology services
- Social Skills
- Autism support
- Parent / guardian training
- Orientation and mobility
- Closed-captioning
- American Sign Language

Related services will be equally accessible to all students in the Commonwealth. Teletherapy will be considered as the first option for students. Students attending cyber schools in Pennsylvania have been receiving services in both cyber and/or face-to-face settings for many years. When the IEP team determines that the services will be provided face to face, the services are provided at a mutually convenient location for both the family and the provider. Options for locations include: the student's home, the therapist's business location, libraries, community centers, etc. For services provided outside of the home, special transportation

will be provided or the parent / guardian may choose to receive mileage reimbursement from Virtual Prep Academy of Pennsylvania for transporting their child. Virtual Prep Academy of Pennsylvania provides related services by engaging IUs, private businesses, agencies, hospitals, adult service providers, etc. For each provider serving enrolled students, Virtual Prep Academy of Pennsylvania maintains copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

Least Restrictive Environment (LRE)

Virtual Prep Academy of Pennsylvania provides special education and related services within the LRE for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals. The Director of Special Education works closely with the general education staff to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum. Assistive technology may include collaboration with PaTTAN AT consultants and Intermediate Unit (IU) staff, access to PaTTAN's short term AT loan library and AIM Center (Accessible Instructional Materials), closed captioning, speech to text, and text to speech. ESY will be considered by the IEP team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE.

Continuum of Services and Placement

Virtual Prep Academy of Pennsylvania will have a continuum of special education and alternative placements available to ensure FAPE is being provided in the LRE.

- Consultative support for the general education teachers to provide modifications and accommodations to the general education curriculum
- Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, live sessions, as well as in person depending on the needs of the student
- Direct related service support (for example: speech-language, occupational, or physical therapy, psychological counseling,) provided face-to-face, via computer, in homes, community sites, and/or therapist offices
- Related services may include: parent / guardian training, autism support, parent / guardian groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP
- Ongoing progress monitoring for every student: including frequent and thorough review of student performance, attendance or non-attendance, and participation data as reported to the student, parent / guardian and teacher
- Documenting all communication (phone, WebMail message, live sessions, student attendance or non-attendance) and consultation with the student and/or parent / guardian as well as general education teachers
- Specific tracking and reporting for providers of direct/related services, with close monitoring by the special education staff of any missed appointments or incomplete

services

- Private placements if deemed necessary

Program for Alternatively Assessed Students

Virtual Prep Academy of Pennsylvania will provide a comprehensive program for students qualified to take Pennsylvania's alternative state assessment, PASA. To the greatest extent possible, the students will be included with their same age classmates so they may enjoy age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have

classes with their general education peers, which is determined on an individual basis. For example, some alternative curriculum students will participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The Least Restrictive Environment will be determined by each student's IEP team.

Alternative Curriculum Resources

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Virtual Prep Academy of Pennsylvania special education teachers will download monthly instructional thematic units of study. Themes center on Science and Social Studies topics. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into special education classroom learning activities. All materials are created using SymbolStix graphics. Each lesson plan defines three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Lesson plans are organized by chronological grade band. The high school level grade band lesson plans also include postsecondary transition activities.

Independent Living and Life Skills

As part of Virtual Prep Academy of Pennsylvania's postsecondary transition planning and alternative curriculum program, Virtual Prep Academy of Pennsylvania will implement independent living and life skills programming for students with IEPs. Designed to provide life skills support, this program will provide the instruction necessary for students to function independently as adults to the fullest extent possible. Independent living and life skills will be addressed in students' IEPs with appropriate transition activities and goals clearly determined and outlined after conducting thorough transition interviews and assessments with the students and their families. All goals and associated activities will be directly aligned with students' present levels.

Activities may range from self-care to money management to community navigation. Frequent, regular progress monitoring and documentation of goal progress is an integral part of Virtual Prep Academy of Pennsylvania's life skills and independent living programming. As appropriate, the team may determine that intensive interagency collaboration is needed to best meet the independent living and life skills goals.

Virtual Prep Academy of Pennsylvania will hold annual reviews of the IEP, including reviewing

student progress within the existing IEP, reevaluating whether the student is benefitting from the program, creating new IEP goals. If the student is not benefitting from the program, a new IEP will be developed and changes will be recommended regarding the student's placement.

§ 711.42. Transportation

Students are not required to attend a specific facility to receive their educational services. The act does not require that a student's school district of residence provide transportation for Virtual Prep Academy of Pennsylvania students. If transportation is required as a related service in the IEP of the student with disabilities, Virtual Prep Academy of Pennsylvania will provide the required transportation. This chapter does not prohibit Virtual Prep Academy of Pennsylvania and a school district from entering into agreements regarding the provision of transportation as a related service or accommodation to children with disabilities eligible under IDEA.

§ 711.43. Educational Placement

Alternative placements will be considered through a re-evaluation process when the current educational environment is no longer meeting the needs of the student. Alternative placements include special classes, specialty schools, approved private placements and home and hospital instruction. Resources to support alternative placement options may include collaboration with the student's resident school district, IUs, and approved private schools. Once an alternative placement is agreed upon by the team, a Prior Written Notice (PWN) and Procedural Safeguards will be issued to document the team decision. When the IEP team at a charter school or cyber charter school places a child in another public agency, private school or private agency, and the parent / guardians choose to keep their child enrolled in the charter school or cyber charter school, the charter school or cyber charter school is obligated to pay for that placement.

§ 711.44. Extended School Year (ESY)

ESY will be considered by the IEP team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE. In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), Virtual Prep Academy of Pennsylvania will use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

- (1) At each IEP meeting for a student with disabilities, Virtual Prep Academy of Pennsylvania will determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.
- (2) In considering whether a student is eligible for ESY services, the IEP team will consider the following factors, however, no single factor will be considered determinative:
 - Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
 - Whether the student has the capacity to recover the skills or behavior

- patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
 - Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
 - The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
 - The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
 - The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
 - Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
- (3) Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:
- Progress on goals in consecutive IEPs.
 - Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
 - Reports by parent / guardians of negative changes in adaptive behaviors or in other skill areas.
 - Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
 - Observations and opinions by educators, parent / guardians and others.
 - Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
- (4) The need for ESY services will NOT be based on any of the following:
- The desire or need for day care or respite care services.
 - The desire or need for a summer recreation program.
 - The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.
- (5) Students within the Armstrong Group who are diagnosed with severe disabilities such as autism/pervasive developmental disorder, serious emotional

disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

- Parent / guardians of students with severe disabilities will be notified by the charter school or cyber charter school of the annual review meeting to ensure their participation.
- An IEP review meeting must occur no later than February 28 of each school year for students within the Armstrong Group.
- The Notice of Recommended Educational Placement (NOREP) will be issued to the parent / guardian no later than March 31 of the school year for students within the Armstrong Group which will indicate if the student does or does not qualify for ESY.
- If a student with a severe disability transfers into Virtual Prep Academy of Pennsylvania after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
- Virtual Prep Academy of Pennsylvania will consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the timelines in subsection (d). However, these determinations will still be made in a timely manner. If the parent / guardians disagree with Virtual Prep Academy of Pennsylvania's recommendation on ESY, the parent / guardians will be afforded an expedited due process hearing.

§ 711.45. Access to Instructional Materials

National Instructional Materials Accessibility Standard (NIMAS)

Virtual Prep Academy of Pennsylvania will ensure timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Virtual Prep Academy of Pennsylvania will work with Accessible Media Providers (AMPs), such as Bookshare, to provide eligible students files in the NIMAS standard. These files are based on the international DAISY (Digital Accessible Information System) standard, essentially the DAISY/NISO (National Information Standards Organization) Z39.86 2005 standard and is required by federal IDEA regulation. DAISY is an internationally recognized technical standard used to facilitate the creation of accessible content. These files are electronic documents created by textbook providers, submitted to AMPs, and then requested by public schools. These files will be provided to eligible students as part of its accessibility provision and assistive technology considerations of the students' IEP teams.

Virtual Prep Academy of Pennsylvania will, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a regarding books and sound reproduction records for blind and other physically handicapped residents annual appropriations and purchases.

Virtual Prep Academy of Pennsylvania will act in a timely manner in providing instructional materials under subsection (a) if they take all reasonable steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. Virtual Prep Academy of Pennsylvania will not withhold instructional materials from other students until instructional materials in accessible formats are available.

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student's class.

If a child who is blind or other person with a print disability enrolls in school after the start of the school year, Virtual Prep Academy of Pennsylvania will take all reasonable steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.

Virtual Prep Academy of Pennsylvania may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of IDEA (20 U.S.C.A. § 1474(e)), which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Virtual Prep Academy of Pennsylvania coordinating with NIMAC will require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the Virtual Prep Academy of Pennsylvania may on occasion choose not to coordinate with NIMAC may require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the charter schools or cyber charter schools.

§ 711.46. Positive Behavior Support

Positive Behavior Interventions and Support

Virtual Prep Academy of Pennsylvania believes that every student must be treated with respect and will implement an evidenced- based, data-driven, school wide program of positive behavioral supports to improve the academic and social outcomes of all students. This framework of positive behavior interventions and supports (PBIS) includes a variety of school wide as well as individual strategies focused on teaching and reinforcing positive school engagement and behaviors. Every student will receive positive reinforcement through frequent teacher feedback and interaction.

Components of Virtual Prep Academy of Pennsylvania's PBIS program include all-staff professional development related to understanding students' negative behaviors and their antecedents as well as how to use preventative measures to prevent them. When a student is

in need of behavior interventions, the Virtual Prep Academy of Pennsylvania Student Support Team will work with school staff, parent / guardians, Learning Coaches and the student to create positive behavior intervention plans based on data collected from interviews and observations of the student in the virtual classroom and the home, if necessary. Any prior or current behavior interventions plans will be reviewed in the process and adapted as necessary for the virtual environment. Data is analyzed and interventions are adapted as needed, based on that data, to determine how to modify environmental factors that may contribute to negative behaviors. Teachers and Learning Coaches will work together to support students' efforts to control their own behaviors by teaching and reinforcing self-management and helping students to identify triggers that lead to negative behaviors.

Virtual Prep Academy of Pennsylvania's PBIS framework will also include efforts related to dropout prevention. School general and special education staff will work collaboratively to monitor students at risk for dropout. These students will be targeted for additional intervention, IEPs may be updated, and families will be engaged.

Use of Seclusion or Restraint

Virtual Prep Academy of Pennsylvania does not have physical contact with students on a regular basis; however, it will maintain a Seclusion and Restraint plan to implement, if necessary during occasions when staff has contact with students during field trips, state testing, or visits to the school offices. A copy of this plan will be available to students and their families in the school handbook.

Every effort will be made to avoid the need for the use of restraint or seclusion of a student. Physical seclusion or restraint will not be used except when used as a last resort and only when:

- the student's behavior poses imminent risk of injury to self or others; and,
- other less restrictive interventions are ineffective.

A student will never be secluded or physically restrained by a school employee who has not received extensive training by the school in the use of seclusion and restraint procedures. These strategies may be used in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff will request assistance from trained staff as soon as possible.

Physical restraint or seclusion of a student may only be used for a short period of time and will be ended as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited.

A Virtual Prep Academy of Pennsylvania employee will never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.

Every instance in which seclusion or restraint is used will be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees. Immediately after the imminent risk of injury to self or others has ended, the student should

no longer be physically restrained or secluded and a school employee, not involved with the seclusion or restraint, will examine the student to ascertain if any injury has been sustained during the seclusion or restraint of the student.

After each incident a debriefing procedure is followed and the incident is documented. Virtual Prep Academy of Pennsylvania will annually review this seclusion and restraint policy. Regular professional development and training on these procedures will be provided to school staff.

When Seclusion and Restraint Procedures Will Not Be Employed

Physical restraint and seclusion will not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury and will not result in seclusion or restraint. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and will not be the justification for seclusion or restraint of a student.

Debriefing

As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee will do the following:

- meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
- direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
- provide a copy of an incident report to the parent / guardian(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

Incident Documentation and Reporting

Every instance in which seclusion or restraint is used on a student will be documented in order to memorialize the events that led up the use of either seclusion or restraint. Documentation must be made on the form prescribed by the school and will include the following:

- The student's name;
- The date and time of the incident;
- The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
- A description of any relevant events leading up to the incident;

- A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
- A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
- A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
- A description of any injuries to students, staff, or others or property damage;
- A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
- If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

The Principal or designee will attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent / guardian or guardian no later than the end of the school day or as soon as practical. The building administrator or designee will also send written notification, as soon as practical, to the student's parent / guardian or guardian after every instance in which seclusion or restraint is used on a student.

Training

Virtual Prep Academy of Pennsylvania will provide all school employees with training on:

- Appropriate use of effective alternatives to physical seclusion and restraint,
- Conflict de-escalation procedures,
- Positive supports and behavioral interventions techniques,
- The dangers of seclusion and restraint,
- Procedures for contacting fully trained and certified staff when behavioral crises occur
- The safe use of seclusion and restraint.
- Steps to avoid the use of seclusion or restraint.
- Debriefing practices and procedures.

This training will be recurrent and will be provided to new school employees.

A core group of appropriate personnel will be trained in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.

Recurrent training will be provided to school employees on a regular basis at least annually.

Annual Review, Planning Process, and Oversight

The Principal will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures. Virtual Prep Academy of Pennsylvania will establish a team to conduct an annual review of all individual and program-wide data associated with this policy. The Committee will review the following components related to the use of restraint:

- incident reports;
- procedures used during restraint, including the proper administration of specific Virtual Prep Academy of Pennsylvania- approved restraint techniques;
- preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
- documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
- injuries incurred during a restraint;
- notification procedures;
- staff training needs;
- specific patterns related to staff or student incidents;
- environmental considerations, including physical space, student seating arrangements, and noise levels.

Upon review of the data, the Committee will identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices. The Committee may recommend review of the training program to ensure the most current knowledge and techniques are reflected in Virtual Prep Academy of Pennsylvania training curriculum.

Positive rather than negative measures will form the basis of positive behavior support programs to ensure that all students will be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans will be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including deescalation techniques in accordance with subsection (c)(2). Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324, 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques—Deliberate activities designed to establish a negative association with a specific behavior.

Positive behavior support plan—A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan will be developed by the IEP team, be based on the results of a functional behavior assessment and become part of the student’s IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints:

- The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student’s body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student’s hand to safely escort him from one area to another.
- Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s parent / guardians and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).
- Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
- The use of restraints to control the aggressive behavior of an individual student will cause the charter school or cyber charter school to notify the parent / guardian of the use of restraint and will cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent / guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team will consider whether the student requires a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.
- The use of restraints may only be included in a student’s IEP when:
 - Utilized with specific component elements of positive behavior support.
 - Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
 - Staff are authorized to use the procedure and have received the staff training required.
 - There is a plan in place for eliminating the use of restraint through the application of positive behavior support.
- The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.

- The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.
- Virtual Prep Academy of Pennsylvania will maintain and report data on the use of restraints as prescribed by the Secretary. The report will be reviewed during cyclical compliance monitoring conducted by the PDE.
- Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parent / guardians. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and will not be used by Virtual Prep Academy of Pennsylvania in educational programs:

- Corporal punishment.
- Punishment for a manifestation of a student's disability.
- Locked rooms, structures or spaces from which the student cannot readily exit.
- Noxious substances.
- Deprivation of basic human rights, such as withholding meals, water or fresh air.
- Suspensions constituting a pattern.
- Treatment of a demeaning nature.

Virtual Prep Academy of Pennsylvania will have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parent / guardian consent prior to the use of restrictive or intrusive procedures or restraints.

Virtual Prep Academy of Pennsylvania may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan will be required.

PROCEDURAL SAFEGUARDS

§ 711.61. Suspension and Expulsion

Discipline Procedures for Students with Disabilities (Suspension and Expulsion)

Reflected in the Virtual Prep Academy of Pennsylvania handbook is careful protection of the rights of disabled students through the fair application of due process. Given the nature of the cyber school and limited face to face contacts with students, suspensions and expulsions are extremely rare.

Virtual Prep Academy of Pennsylvania staff may order the removal of a student from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement. A change in placement occurs if the student is removed from school for disciplinary reasons for more than ten consecutive school days or if the student is subjected to a series of removals (15 cumulative school days in a school year) that constitute a pattern of removal.

If a student with a disability is removed from his/her current placement for more than ten days during a school year, the school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately Virtual Prep Academy of Pennsylvania toward achieving the goals in his/her IEP. School staff may order a change of placement to an appropriate alternative setting for no more than 45 days. The extent of the student's removal for disciplinary reasons is applied to non-disabled students if a student carries a weapon to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at a school function. The interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in his/her IEP.

If the school staff is considering a disciplinary action that involves changing a student's placement, a manifestation determination must be completed within ten school days of any decision to change the placement of the child with a disability. The parent / guardian and relevant members of the child's IEP team must review all relevant information, including the IEP, teacher observations, information provided by the parent / guardian to determine if the behavior in question was a result of or had a direct substantial relationship to the child's disability or failure to implement the IEP. If the result of the IEP team is that the behavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students with disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, Virtual Prep Academy of Pennsylvania will provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately Virtual Prep Academy of Pennsylvania toward achieving the goals set out in his/her IEP.

After changing a student's placement for disciplinary reasons, school staff will issue a permission to re-evaluate to gain parent permission to conduct a functional behavioral assessment (FBA). Once the FBA is completed, a re-evaluation report and IEP will be developed to include any new information found within the FBA.

Virtual Prep Academy of Pennsylvania will comply with Chapter 12 (relating to students) and 34 CFR 300.530—300.537, regarding discipline procedures. Any removal from the current educational placement is a change of placement for a student who is identified with an intellectual disability. When a child with a disability has been expelled from Virtual Prep

Academy of Pennsylvania, the school will provide the child with a disability with the education required under § 12.6(e) until Virtual Prep Academy of Pennsylvania is notified in writing that the child is enrolled in another public agency, private school, approved private school or private agency. Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

§ 711.62. Procedural Safeguards

Procedural Safeguards Notice

Parent / guardians of children who receive or who may be eligible for special education services have rights under the IDEA. The Procedural Safeguards Notice provides a detailed explanation of those rights. Virtual Prep Academy of Pennsylvania will give parent / guardians a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parent / guardians can also obtain a copy of the Procedural Safeguards Notice from Virtual Prep Academy of Pennsylvania at any time. An additional document is available to help parent / guardians to better understand the Notice document, *The Parent / guardians' Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parent / guardians will also receive the Parent / guardians' Rights documents upon initial referral or upon the parent / guardian's request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Virtual Prep Academy of Pennsylvania will ensure that procedures are established and implemented to allow parties to disputes regarding any matter described in 34 CFR 300.503(a)(1) (relating to prior notice by the public agency, content of notice), to resolve the dispute through a mediation process that, at a minimum, must be available whenever a hearing is requested under 34 CFR 300.507 (relating to filing a due process complaint) or 34 CFR 300.530—300.537, regarding discipline procedures. The following apply to coordination services for special education and Section 504 hearings and to hearing officers: The Secretary may contract for coordination services in support of hearings conducted by Virtual Prep Academy of Pennsylvania. The coordination services will be provided on behalf of charter schools or cyber charter schools and may include arrangements for stenographic services, arrangements for hearing officer services, scheduling of hearings and other functions in support of procedural consistency and the rights of the parties to hearings.

- A hearing officer may not be an employee or agent of Virtual Prep Academy of Pennsylvania which is responsible for the education of the student, or of the school district in which the parent / guardians or student reside or of any other agency which is responsible for the education or care of the student. A hearing officer will promptly inform the parties of a personal or professional relationship the officer has or has had with any of the parties.
- Virtual Prep Academy of Pennsylvania may request a hearing to proceed with an initial evaluation or a reevaluation when a parent / guardian fails to respond to Virtual Prep Academy of Pennsylvania's evaluation or reevaluation. When a parent / guardian rejects Virtual Prep Academy of Pennsylvania's proposed identification of a child, proposed evaluation, proposed provision of a FAPE or proposed

educational placement, other than the initial placement, Virtual Prep Academy of Pennsylvania may request an impartial due process hearing. If the parent / guardian fails to respond or refuses to consent to the initial provision of special education services, neither due process nor mediation may be used to obtain agreement or a ruling that the services may be provided.

The following timeline applies to due process hearings:

- A hearing will be held after the conclusion of the resolution session under 34 CFR 300.510 (relating to resolution process) or after one of the parties withdraws from mediation or the parties agree to waive or end the resolution session.
- The hearing officer's decision will be issued within 45 days after the resolution or mediation session ends without resolution or agreement date.

Except as provided by 34 CFR 300.533 (relating to placement during appeals), during the pendency of any mediation proceeding conducted in accordance with 34 CFR 300.506 (relating to mediation), unless Virtual Prep Academy of Pennsylvania and the parent / guardians of the child agree otherwise, the child that is the subject of the mediation will remain in the child's then current education placement until the mediation process is concluded.

The resolution session required by 34 CFR 300.510 will be available to parent / guardians of both school age and eligible young children with disabilities. Parent / guardian advocates may attend the sessions.

APPENDIX C

Acceptable Use Policy

TECHNOLOGY & INTERNET ACCEPTABLE USAGE POLICY

Virtual Preparatory Academy of Pennsylvania Cyber Charter School requires that all families use high speed internet access to attend the program.

INTRODUCTION

The use of technology is a privilege and an important part of Virtual Preparatory Academy of Pennsylvania Cyber Charter School's overall curriculum. Virtual Preparatory Academy of Pennsylvania Cyber Charter School does not warrant that technology resources will meet any specific requirements that the Student, or other users, may have or that it will be error free or uninterrupted. Virtual Preparatory Academy of Pennsylvania Cyber Charter School will, from time to time, make determinations on whether specific uses of technology are consistent with Virtual Preparatory Academy of Pennsylvania Cyber Charter School policies for students and employees of the School. Virtual Preparatory Academy of Pennsylvania Cyber Charter School always reserves the right to monitor and log technology use, to monitor cloud storage utilization by users and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user. It is the policy of Virtual Preparatory Academy of Pennsylvania Cyber Charter School to:

- Prevent users from accessing or transmitting access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications over its (Virtual Preparatory Academy of Pennsylvania Cyber Charter School's) computer network;
- Prevent unauthorized access and other unlawful online activity and damage to school resources;
- Prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practicable, technology protection measures are used to block or filter internet access to, or other forms of electronic communications containing, inappropriate information. Filtering and maintenance, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act (CIPA). The filter serves to block minors from accessing inappropriate matter on the internet and the worldwide web.

The installation of technology protection measures at the time of computer installation is mandatory and the internet filter will be set at a level determined by the School. Thereafter, it will be the parent educator's responsibility to monitor computer usage for compliance with Virtual Preparatory Academy of Pennsylvania Cyber Charter School's policies and the Children's Internet Protection Act. The technology protection measures

may be disabled only for bona fide research or other lawful purposes. Additionally, it shall be the responsibility of all members of Virtual Preparatory Academy of Pennsylvania Cyber Charter School staff to supervise and monitor usage of the online computer network and access to the internet and ensure that the same is in accordance with this policy, including any e-mails, chat room discussions, electronic communications, and webcam usage.

By using the filter program, as well as staff monitoring student use, Virtual Preparatory Academy of Pennsylvania Cyber Charter School is attempting to provide a safe and secure medium by which students can use the internet, world wide web, electronic mail, chat rooms and other forms of direct electronic communications. To the extent practicable, steps are taken to promote the safety and security of users of the Virtual Preparatory Academy of Pennsylvania Cyber Charter School private network. Other inappropriate network usage Virtual Preparatory Academy of Pennsylvania Cyber Charter School intends to eliminate includes:

- Unauthorized access, including so-called 'hacking', and other unlawful activities; and
- Unauthorized disclosure, use and dissemination of personal identification information regarding minors.

By signing the Parent/Student Handbook agreement form, the Parent and Student agree:

- To abide by all Virtual Preparatory Academy of Pennsylvania Cyber Charter School policies relating to the use of technology;
- To release all Virtual Preparatory Academy of Pennsylvania Cyber Charter School employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored and there is no expectation of privacy whatsoever in any use of the technology.

The Parent/student further agrees and understands that the user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating or otherwise gaining access to or disclosing materials Virtual Preparatory Academy of Pennsylvania Cyber Charter School believes may be unlawful, obscene, pornographic, abusive or otherwise objectionable;

- Using technology resources for commercial, political or other unauthorized purposes since Virtual Preparatory Academy of Pennsylvania Cyber Charter School technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users;
- Disrupting technology through abuse of the technology including, but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements or discriminating remarks; Interfering with others' use of technology;
- Installation of software without consent of Virtual Preparatory Academy of Pennsylvania Cyber Charter School;
- Allowing anyone else to use an account other than the account holder;
- Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam");
- Creating or forwarding "chain letters" or other "pyramid schemes" of any type, whether or not the recipient wishes to receive such mailings;
- Malicious e-mail including, but not limited to, "mail bombing" (flooding a user or site with very large or numerous pieces of email);
- Unauthorized use, or forging, of mail header information;
- Using an Virtual Preparatory Academy of Pennsylvania Cyber Charter School or a client account to collect replies to messages sent from another Virtual Preparatory Academy of Pennsylvania Cyber Charter School account; and
- Other unlawful or inappropriate behavior.

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action. The user must also know and further agrees that:

- Should the user transfer a file, shareware or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources the user(s) will be liable for any and all costs; and
- Violation of this internet safety policy is also a violation of the Virtual Preparatory Academy of Pennsylvania Cyber Charter School Code of Conduct and may result in any other scholastic disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

SPECIFIC TERMS AND CONDITIONS FOR USING CHAT ROOMS, WEBCAMS AND EMAIL

Virtual Preparatory Academy of Pennsylvania Cyber Charter School offers a chat room, webcam, discussion boards and email to provide Virtual Preparatory Academy of Pennsylvania Cyber Charter School Parents and students a forum in which to share ideas and exchange views regarding Virtual Preparatory Academy of Pennsylvania Cyber Charter School with other Parents, students, teachers and Administrators. To protect all chat room and e-mail participants, all chat room sessions and network e-mails are monitored and recorded. Virtual Preparatory Academy of Pennsylvania Cyber Charter School does not discourage criticism or healthy disagreements; however, Virtual Preparatory Academy of Pennsylvania Cyber Charter School does expect each chat room and e-mail participant to act civilly throughout such conversations and will not tolerate vulgarity, name-calling or attacks upon other chat room participants in any way.

If, for any reason, Virtual Preparatory Academy of Pennsylvania Cyber Charter School does not believe that a Student/Parent or Guardian is acting in a manner that will enhance or support the mission of the School, it reserves the right to remove that person from the network (except for access to his/her master teacher and course materials) in accordance with the penalty provisions provided below. Specifically, the School's in-home computers and internet connection should **not** be used for any of the following purposes and acting appropriately **does not** include:

- Making statements that are sexually explicit or grossly offensive, including blatant expression of bigotry, racism, hatred or profanity.
- Indulging in: abusive, defamatory or harassing behavior; insults or personal attacks; threats of harm to anyone; promoting physical harm or injury to any group or individual.
- Promoting or providing information about illegal activities.
- Indulging in activities that infringe upon anyone else's copyright(s). Specifically, he/she cannot advocate illegal conduct or participate in illegal or fraudulent schemes.
- Using chat rooms to distribute unauthorized copies of copyrighted materials, including photographs, work, text, recordings, designs or computer programs;
- Impersonating someone else or falsely representing oneself;
- Attempting to post or use computer programs that contain destructive features including, but not limited to: viruses, worms, trojan horses, bot scripts, etc.;
- Posting or transmitting unauthorized or unsolicited advertising, promotional materials or any other forms of solicitation of other users; and
- Any other chat room behavior which, at the sole discretion of the Administrator, does not support the mission of the School.

While this is not a complete listing of every behavior that may be inappropriate, it gives some guidance regarding the types of actions and communications that are prohibited.

INAPPROPRIATE TECHNOLOGY USE PENALTY SYSTEM

Violation of Virtual Preparatory Academy of Pennsylvania Cyber Charter School's chat room or webcam Policy may result in a warning or permanent ban from the chat room, depending on the severity of the infraction. The length of any temporary ban shall be at the sole discretion of the Administrator. Inappropriate use of the webcam will result in the loss of the webcam.

STUDENT MISUSE

In addition to the penalties above, students who violate any Policy may be suspended or expelled in accordance with Virtual Preparatory Academy of Pennsylvania Cyber Charter School's Code of Conduct.

Appendix D

Sustainable Support

This appendix includes the following:

- Letters of Support
- Petition Signatures

COMMITTEE ON
ENERGY AND COMMERCE

SUBCOMMITTEES:
COMMUNICATIONS AND TECHNOLOGY
CHAIRMAN

ENERGY AND POWER

CO-CHAIR:
COALITION FOR AUTISM
RESEARCH AND EDUCATION

CONGRESSIONAL CAUCUS ON ROBOTICS



Congress of the United States
House of Representatives

MIKE DOYLE
18TH DISTRICT, PENNSYLVANIA

WASHINGTON OFFICE:
306 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-2135

DISTRICT OFFICES:
2637 EAST CARSON STREET
PITTSBURGH, PA 15203
(412) 390-1499

4705 LIBRARY ROAD
BETHEL PARK, PA 15102
(412) 283-4451

627 LYSLE BOULEVARD
MCKEESPORT, PA 15132
(412) 664-4049

Secretary Pedro Rivera
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126.

Dear Secretary Rivera,

I am writing to express my support for The Virtual Preparatory Academy of Pennsylvania's proposal to open its doors. The mission of the Virtual Preparatory Academy of Pennsylvania is to "...provide K-12 Students with an innovative college preparatory cyber school grounded in strong academics, character education, and service learning".

I whole heartedly believe that, with the approval of their proposal, The Virtual Preparatory Academy of Pennsylvania will provide PA children with an education that will surpass the standards of excellence in PA and serve to properly prepare their students for secondary education and life beyond high school.

I greatly appreciate your consideration of The Virtual Preparatory Academy of Pennsylvania's proposal. If you have any questions, please contact my District Director Paul D'Alesandro in my Pittsburgh Office at (412) 390-1499.

Sincerely,

A handwritten signature in blue ink that reads "Mike Doyle".

Mike Doyle
Member of Congress

John M. Maris, M.D.

Giulio D'Angio Professor of Pediatrics
Colket Translational Research Building Rm. 3030
3501 Civic Center Boulevard
Philadelphia, PA 19104-4318
Phone: 215-590-5242
Fax: 267-426-0685
maris@chop.edu

September 26, 2019

Pedro A. Rivera
Pennsylvania Secretary of Education

Dear Secretary Rivera,

My name is Dr. John Maris, a childhood cancer doctor and scientist at the Children's Hospital of Philadelphia. I work with children that need educational options because they are simply unable to attend their local brick and mortar school either because of a weakened immune system or due to other limitations imparted by their cancer journeys. These children deserve to learn and interact with other children their age.

I recently met with a representative from the Virtual Preparatory Academy of Pennsylvania and personally know one of the Founding Board Members, Patrick Scott (his little sister Alex Scott, the founder of Alex's Lemonade Stand Foundation, was a patient of mine). I am excited about the school's commitment to offer college preparatory offerings while engaging students in purposeful service learning projects throughout the years.

I would personally strongly support the Virtual Preparatory Academy of Pennsylvania because I think the mission and vision align with what we need across the state in today's youth.

Sincerely,



John Maris, MD
Giulio D'Angio Endowed Professor of Pediatrics
Children's Hospital of Philadelphia
Perelman School of Medicine at the University of Pennsylvania



Delivering Nourishment.
Improving Health.

The Steven Korman Nutrition Center
420 North 20th Street
Philadelphia, PA 19130
215.496.2662 (P) • 215.496.1349 (F)
www.mannapa.org

September 27, 2019

To Whom It May Concern:

Virtual Preparatory Academy of Pennsylvania is an innovative college preparatory cyber school grounded in strong academics, charter education and service learning. Service-learning is a teaching and learning strategy that integrates meaningful community service instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

I met recently with a representative from Virtual Preparatory Academy of Pennsylvania about an application they are submitting to the Pennsylvania Department of Education for a new cyber charter that will offer a unique learning experience both academically and civically. At MANNA we pride ourselves on our inclusive volunteer opportunities. Our successful partnerships with other cyber schools will allow for a fruitful relationship with Virtual Preparatory Academy of Pennsylvania.

As such, we support Virtual Preparatory Academy of Pennsylvania's application and look forward to partnering with the school to develop meaningful service-learning projects for their students.

If Virtual Preparatory Academy of Pennsylvania is approved by the Pennsylvania State Board of Education, we look forward to collaborating to formalize our partnership prior to opening.

Sincerely,

JodyAnn McIntosh, MPH, CVA
Senior Manager of Community Engagement

Secretary Rivera
Pennsylvania Dept. of Education
333 Market Street
Harrisburg, Pa 17126

9/27/19

Secretary Rivera:

I recently spoke with a representative from the Virtual Preparatory Academy of Pennsylvania. I am thrilled that this school will provide a virtual learning environment offering college preparatory curriculum, character education, and include service-learning projects at all grade levels . I believe this combination is very needed with all that is going on in today's world.

I found it very interesting that cyber schools have been around since 2001 in Pennsylvania, yet the population of students using this type of school is relatively small. The mission and vision of this school are aligned to supporting students and allowing them to find their own passions. I feel there is an opportunity for students to learn and grow within this environment. They would not be subjected to bullying and school violence. I think that students may be more inclined to share their ideas and concerns in an online setting.

I believe every parent should make the choice for their own child. I truly hope you will support this application so that Philadelphia (and all Pennsylvania) students can learn in a safe, challenging environment.

I hope this application becomes a reality.

Sincerely,

A handwritten signature in cursive script that reads "Moira Kelly". The signature is written in black ink and is positioned below the word "Sincerely,".

Moira Kelly



WOODSIDE STATION BOARDING STABLES

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2080 State Route 209, Millersburg, PA 17061

Steve & Rachel Shetterly, Owners ~ 717.692.0390

Secretary Rivera

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126

Dear Secretary Rivera,

My name is Rachel Shetterly, and I am a business owner in the state of Pennsylvania. We are also a family who utilized the options in education for our children that the State of Pennsylvania makes available to dedicated families. Our four children successfully completed their elementary and part of their secondary years of education in 2 of the cyber charter schools offered. High School was completed in the traditional home school education option. Our children have excelled in their places of higher education and job fields. Our eldest child received her Master of Arts in Mental Health Counseling this year from a Seminary in Kentucky. Our second child is a teacher in a Navajo school in New Mexico. Our third child graduated with honors from a technical school and utilizes his education in Washington state. Our fourth child is setting his own records as a Business major at a University in PA. Their life experiences, compared to their traditionally schooled peers, are highly diverse.

It was my privilege recently to be in communication with a representative of the Virtual Preparatory Academy of Pennsylvania. It is important to support a school which will focus on college preparatory classes while providing a hands on education. Our traditional school settings would do well to get back to the basics of hands on education, bucking the system which dictates teaching to tests and which ties the "success" of a child's education to a flat standard. Children are created individuals; their education also ought to be created individually. I believe this school will take a look at the whole scope of the child and be able to tailor an education which will allow the child to excel.

I encourage you to support the creation and launch of the Virtual Preparatory Academy of Pennsylvania.

Sincerely,

Rachel Shetterly

Secretary Rivera
Pennsylvania Dept. of Education
333 Market Street
Harrisburg, Pa 17126

9/26/19

Secretary Rivera:

I recently spoke with a representative from the Virtual Preparatory Academy of Pennsylvania. I have learned that this school will provide a virtual learning environment offering college preparatory curriculum and will also include service learning projects.

My name is Susan Dioguardi. I have 2 children who have completed their K-12 education in Pennsylvania. Both of my children had service commitments that continued beyond their graduation. They were very fortunate to attend Mt. Lebanon Schools where service commitments are an expectation of both the school and the community. I believe that incorporating the service commitment into the Virtual Preparatory Academy of Pennsylvania's education plan will make the program and its graduates stand out as examples of well-rounded individuals with character and integrity. Combining a great education with focus on service learning is essential to success of these students.

Virtual learning is an option my children did not have. It is a very necessary option in today's world.

I hope you too will support this program.

Susan Dioguardi

[REDACTED]

[REDACTED]

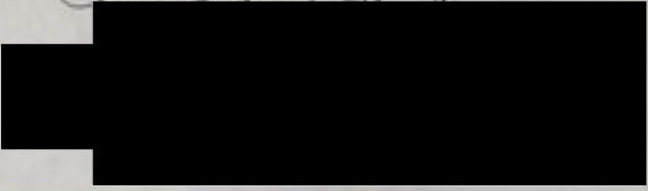
Dear Secretary Rivers

I have had the opportunity to meet with and hear from a representative from the Virtual Preparatory Academy of Pennsylvania. I feel it is important to offer the college-prep to students and believe everyone can benefit by them engaging in service learning projects as it truly will be needed in their futures.

My name is Patrick Bowry. I did not go to college and only wish that something like this was available to me while I attended school.

I feel the year long service projects will enhance the character and integrity of students. As a life long resident in the City of Pittsburgh, parent of a child who attended Public Schools, our youth needs this opportunity. I strongly support the application of Virtual Preparatory of Pennsylvania.

Patrick Bowry



Ronald A. Bouvy

Thu, Sep 26, 2019 at 1:05 PM

Secretary Rivera
Pennsylvania Department of Education
333 Market street
Harrisburg, PA17126

Secretary Rivera,
I am the owner operator of a small HVAC contracting company for 37+years and lifelong resident of Pittsburgh Pennsylvania.

I am writing today to inform you that I would support the virtual preparatory Academy Of Pennsylvania, I truly feel that after discussing with their representative the goals and the mission and their visions for the future of education are absolutely critically important within any youth's educational development.

I have been informed that the school will focus on character education, honesty and integrity and service learning. These are certainly some examples of fine character traits that are learned by example and review and without question incredibly important to Pennsylvania Education and I believe our Nation's Future.

Our daughter is currently a second grade teacher Educated in Pennsylvania, Along with several of my customers that are teachers and administrators within various school systems throughout Pittsburgh.

They have often shared various stories with their experiences of children coming to the system with a lack of knowledge and understanding of these basic and important human good character traits.

It certainly in all cases appeared to make their jobs as educators that much more incredibly difficult than it already is, 1st having to work on basic courtesies.

So I believe a school that focuses on strength of character from the very beginning is essential.

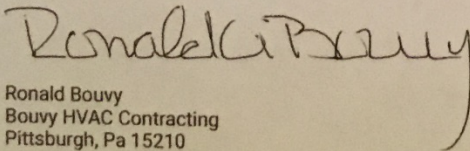
My understanding is that students will learn to create and support local and national nonprofits, and service learning. What a wonderful concept to teach to all. Understanding that was the mindset of our previous generations that helped to create and build this wonderful country.

As a business Owner for many years, in reviewing future employees for hire. I look for strength in character and personal integrity first. I've always said that everything else related to my Industry and Business can be taught.

I personally know several individuals who would have greatly benefited from this type of learning environment as well as family members.

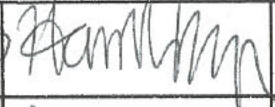
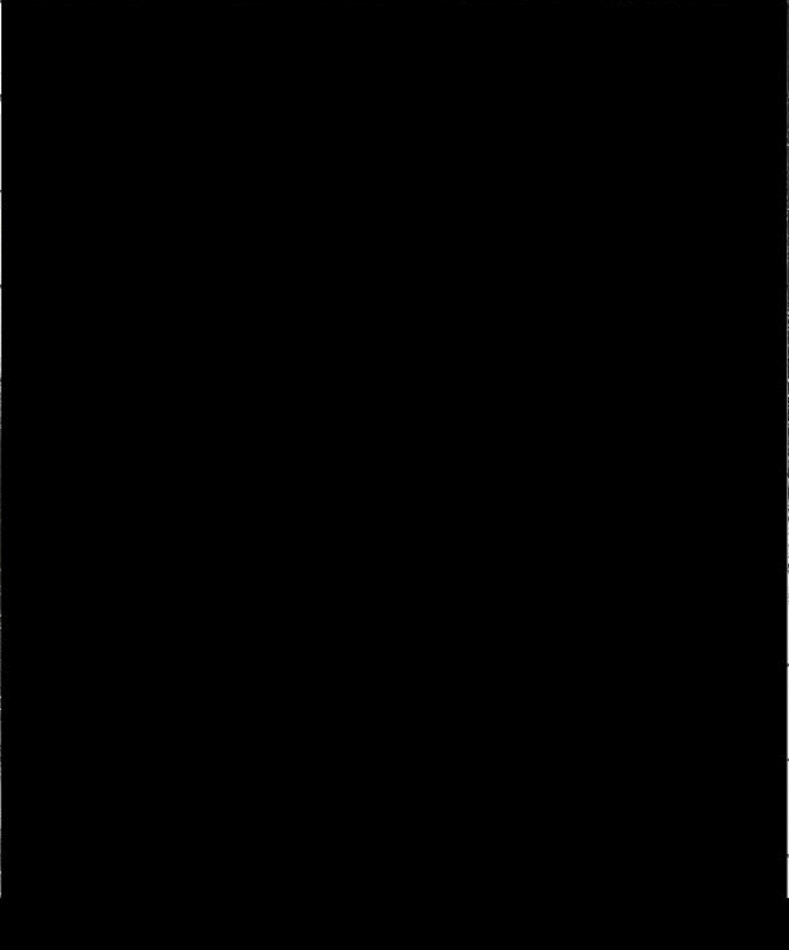
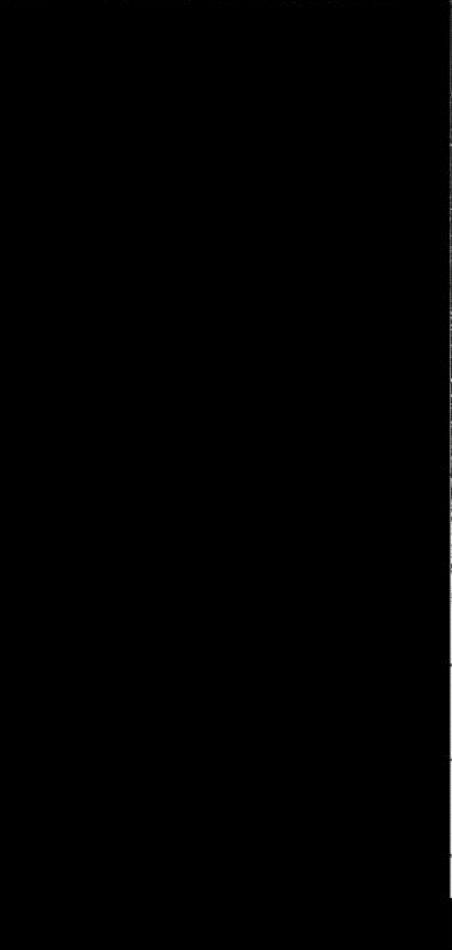
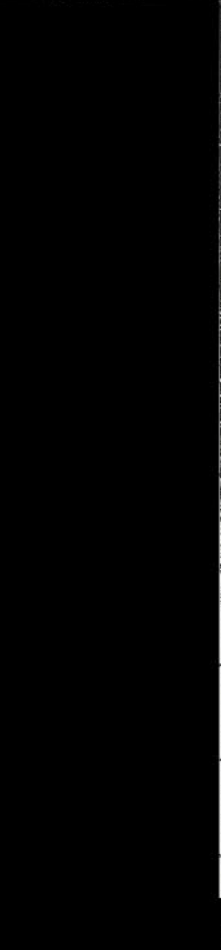



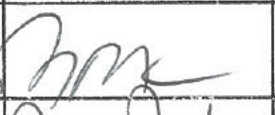


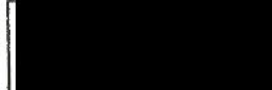
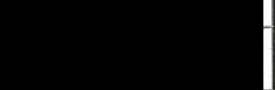
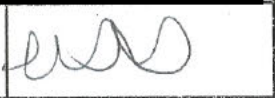


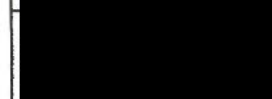
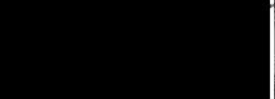


I do believe that this type of school will take into account the entire child's needs while providing them with great education.

Thank you,



Ronald Bouvy
Bouvy HVAC Contracting
Pittsburgh, Pa 15210

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

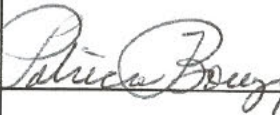
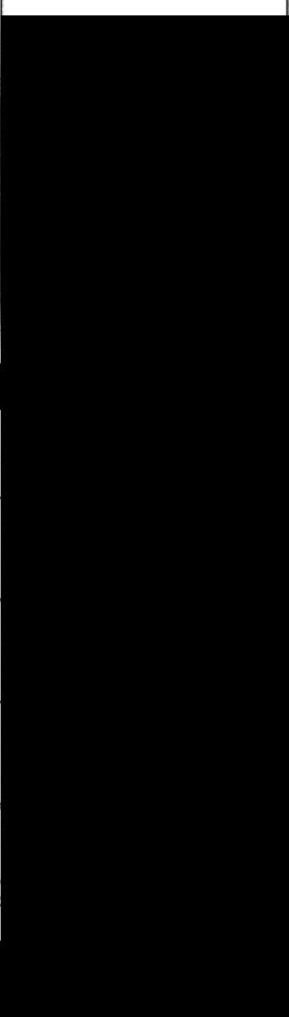
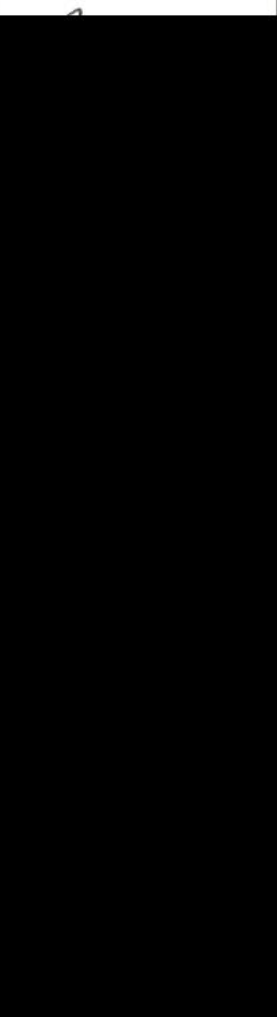
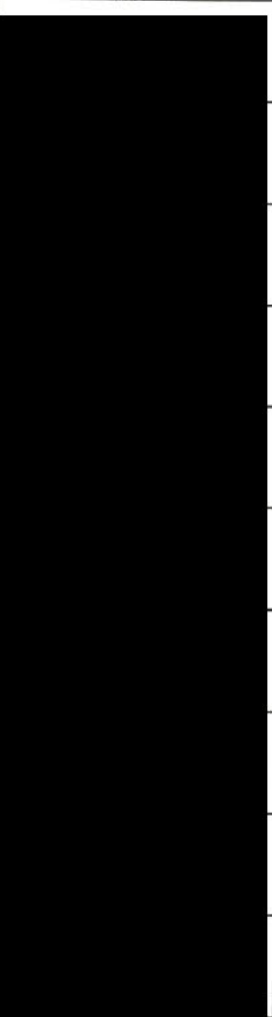
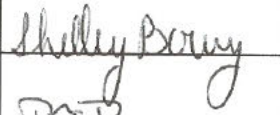


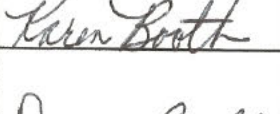
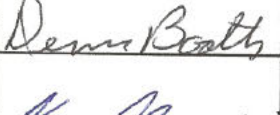
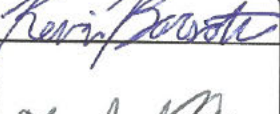



Name	Signature	Email	City	Zip code	Parent (X)
Hannah Douglas					X
					NO
Maxine Bradford					Yes
Mindy Duncan					Yes
					no
					no
Emily Murphy					Yes
					no
					NO
					NO

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

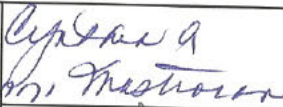
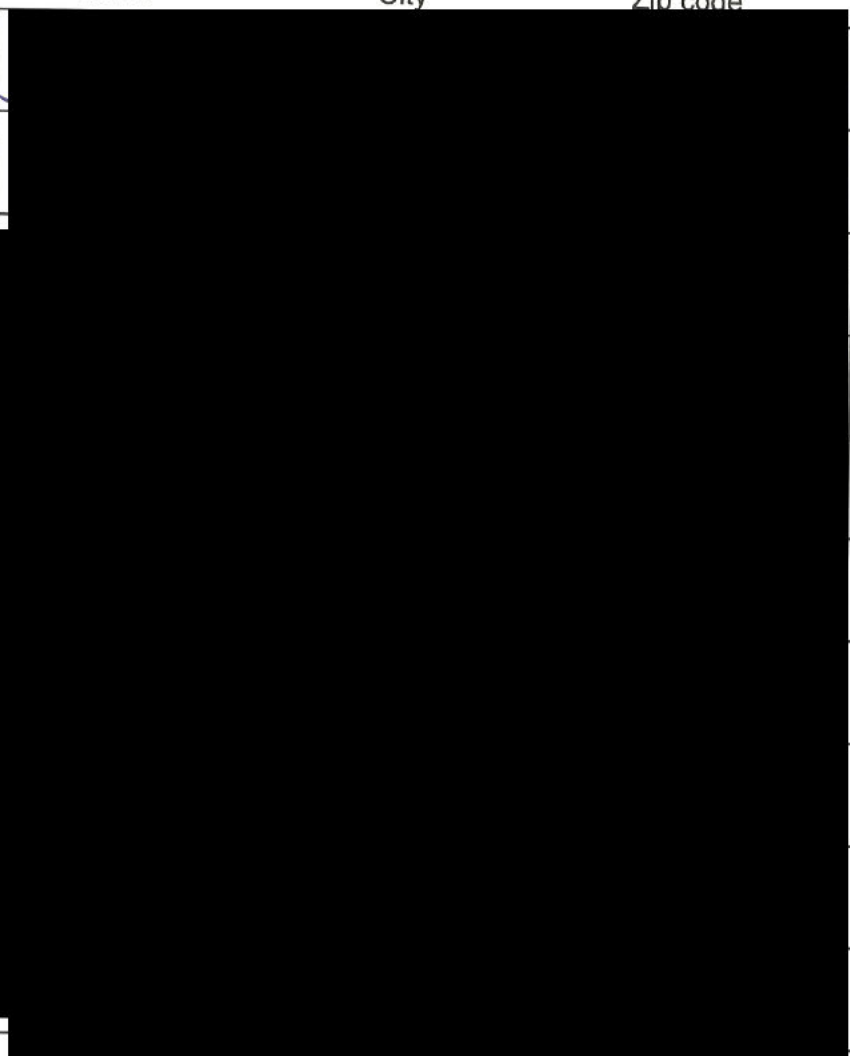
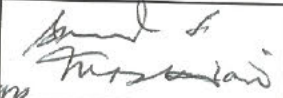
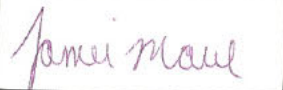


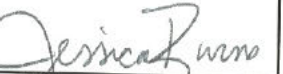

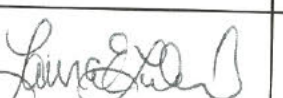
Name	Signature	Email	City	Zip code	Parent (X)
Derrol Johnson	<i>Derrol Johnson</i>		Philadelphia	19141	
Jade Maguire	<i>Jade Maguire</i>		Philadelphia		
<i>Maya W...</i>	<i>Maya W...</i>				
Kain Black	<i>Kain Black</i>				
<i>Cory...</i>	<i>Cory...</i>				
Starr Peña	<i>Starr Peña</i>				
Quincy Ellis	<i>Quincy Ellis</i>				X
Shawn Banks	<i>Shawn Banks</i>				X
Jaden Crippen	<i>Jaden Crippen</i>				
Shakira Grazia	<i>Shakira Grazia</i>				X

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.


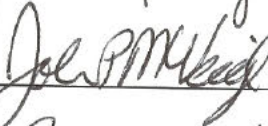
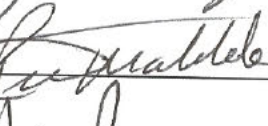
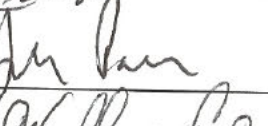
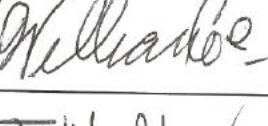
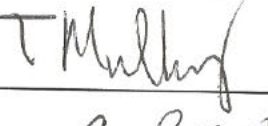

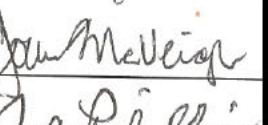
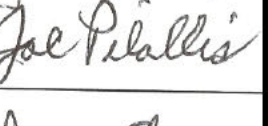

Name	Signature	Email	City	Zip code	Parent (X)
PATRICIA BOWY					X
Shelley Bowoy					
Ronald Bowoy					X
ALBERT BOWY					
KAREN BOOTH					
DENNIS BOOTH					
Kevin Barsotti					
FRED A. J.					X
Adan Atallah					
Terra Shirtsch					

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

Name	Signature	Email	City	Zip code	Parent (X)																								
Cynthia Mastrolanni					X																								
SAMUEL MASTROLANNI								X																					
Samie Mave																													
Dena Prusak																													
David Flory																	X												
Jessica Burns																													
Ruth Barsotti																													
Joe Barsotti	Mr. Joe BARSOTTI																												
Laure Wickhart																													

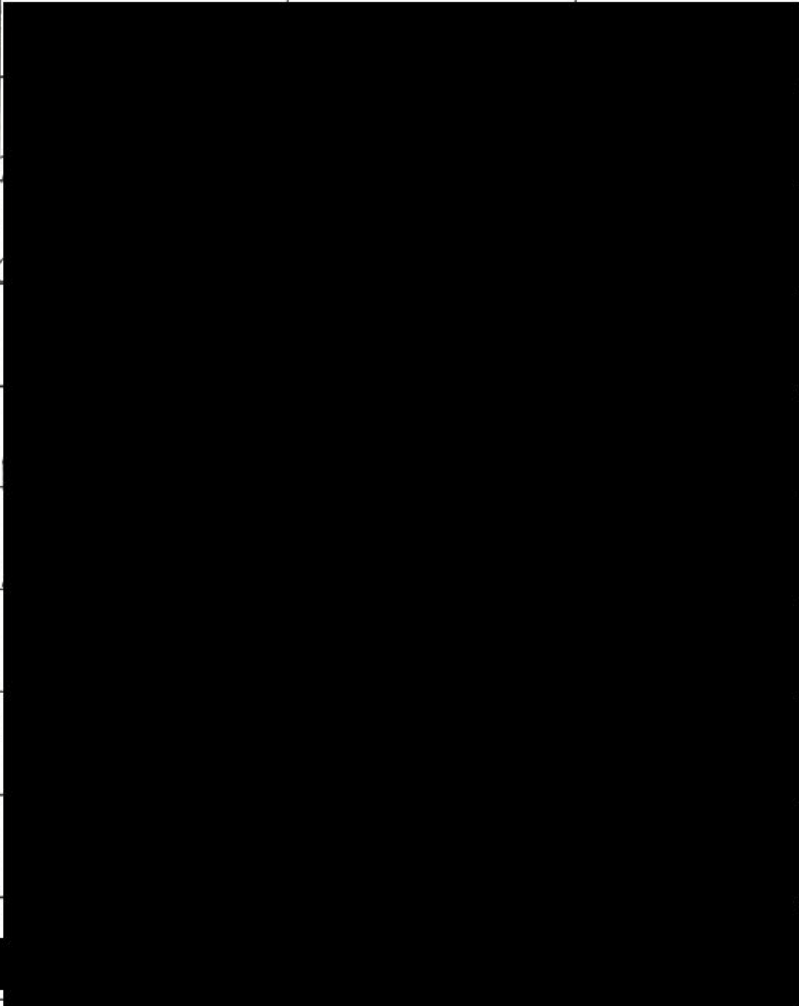
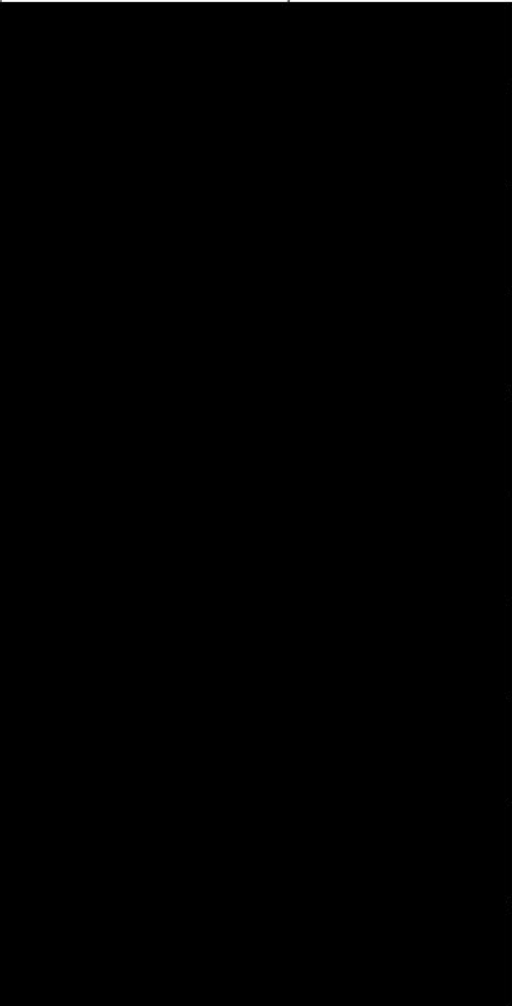
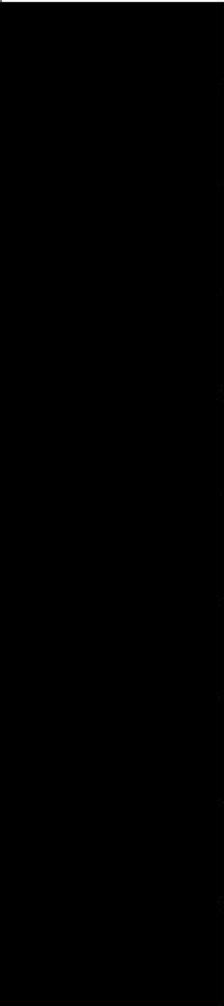
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Name	Signature	Email	City	Zip code	Parent (X)
Erin Kelly		[REDACTED]	[REDACTED]	[REDACTED]	
John McVeigh		[REDACTED]	[REDACTED]	[REDACTED]	
Maldonado Richard		[REDACTED]	[REDACTED]	[REDACTED]	
John PARKS		[REDACTED]	[REDACTED]	[REDACTED]	
Billy Coe		[REDACTED]	[REDACTED]	[REDACTED]	
T. MULLEON		[REDACTED]	[REDACTED]	[REDACTED]	
Brian McVeigh		[REDACTED]	[REDACTED]	[REDACTED]	
Joany McVeigh		[REDACTED]	[REDACTED]	[REDACTED]	
JOE PICALLO		[REDACTED]	[REDACTED]	[REDACTED]	
Jason Offidau		[REDACTED]	[REDACTED]	[REDACTED]	

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

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Name	Signature	Email	City	Zip code	Parent (X)
Alison Brown	A. Brown				X
Tatyanna Washington	Tatyanna Washington				X
Annia Andrews	ANNA C.				
Luke James	LJ				
Kathia Baptiste	KB				
Madina Usman	M Usman				
James DeJoyce	James DeJoyce				
Josh Bell	Josh Bell				
Grant Davis	Grant Davis				
Melissa Kraft	Melissa Kraft				

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Name	Signature	Email	City	Zip code	Parent (X)
Bryan Whitla	Bryan				No
Benjamin Davis	[Signature]				Yes
Ken Logan jr	[Signature]				No
Zach Tysport	[Signature]				NO
Raj	[Signature]				No
[Signature]	[Signature]				YES
Amanda	Baker				yes
Reece	Cooper				No
George Corney	[Signature]				YES
Jon Dabose	[Signature]				No

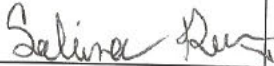










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Name	Signature	Email	City	Zip code	Parent (X)
R. duBart					X
Gregg McDiagall					X
Steve Owens					X
Alan S. Kirsch					X
Kevin White					X
Bob Kruse					X
Gregory M. Craythor					X
Nasim Kiani					X
IRVING STEIN					✓
Alexis Calderon					X

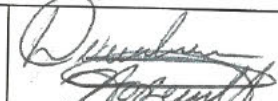
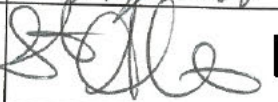
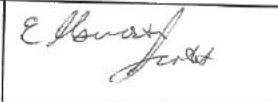



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Name	Signature	Email	City	Zip code	Parent (X)
Salina Romero		[REDACTED]	[REDACTED]	[REDACTED]	X
Madison Stevens		[REDACTED]	[REDACTED]	[REDACTED]	
Eiranee Dozier		[REDACTED]	[REDACTED]	[REDACTED]	X
Courtlyn Stone		[REDACTED]	[REDACTED]	[REDACTED]	X
		[REDACTED]	[REDACTED]	[REDACTED]	
KASHINATH K. SAIVANAN		[REDACTED]	[REDACTED]	[REDACTED]	
Shira Bergefeld		[REDACTED]	[REDACTED]	[REDACTED]	
Marius SACA		[REDACTED]	[REDACTED]	[REDACTED]	X
Ayona Taban		[REDACTED]	[REDACTED]	[REDACTED]	X
Tara Flambert		[REDACTED]	[REDACTED]	[REDACTED]	X


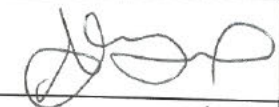




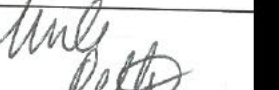
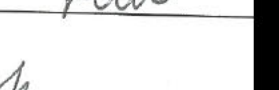


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Name	Signature	Email	City	Zip code	Parent (X)
Diandra		[Redacted]	[Redacted]	[Redacted]	
Stephanie Averio		[Redacted]	[Redacted]	[Redacted]	
Elinore Scott		[Redacted]	[Redacted]	[Redacted]	
Brenda Muzic	Brenda Muzic	[Redacted]	[Redacted]	[Redacted]	X
Gazala	Gazala Masad	[Redacted]	[Redacted]	[Redacted]	
Alex Hunsicker		[Redacted]	[Redacted]	[Redacted]	
Lisa Fisher		[Redacted]	[Redacted]	[Redacted]	X
Chad Forsstrom		[Redacted]	[Redacted]	[Redacted]	
Sarah Borodin	Sarah Borodin	[Redacted]	[Redacted]	[Redacted]	
Lorena Antano	Lorena Antano	[Redacted]	[Redacted]	[Redacted]	

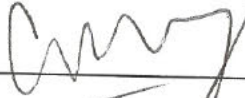
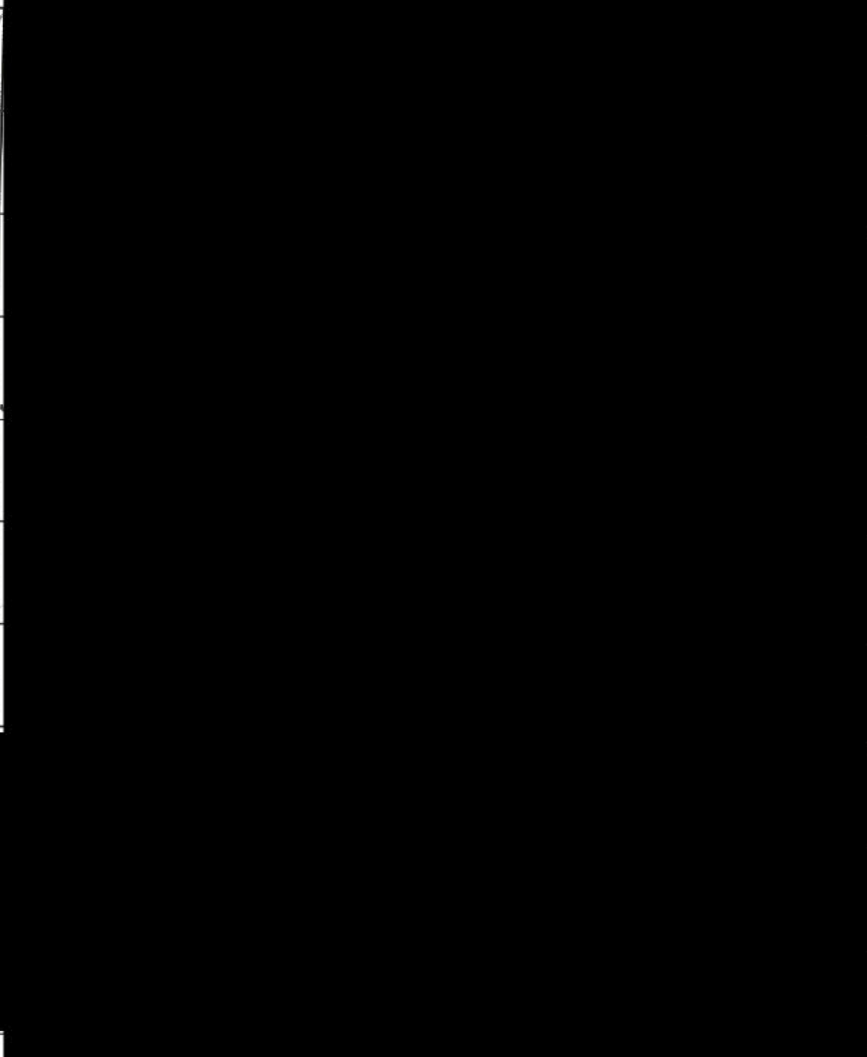
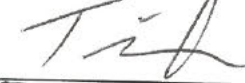



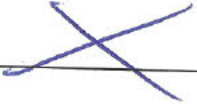




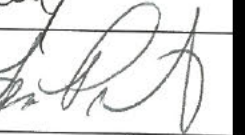
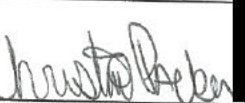
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Name	Signature	Email	City	Zip code	Parent (X)
Paul Thomas					
ASHLEY BARLOW					X
Kevin Bistline					
Judith					
Hina					X
Mescedez Smith					
Nicole Pettis					X
Korshae Clark					
Amber Purnell					
DAVID					X


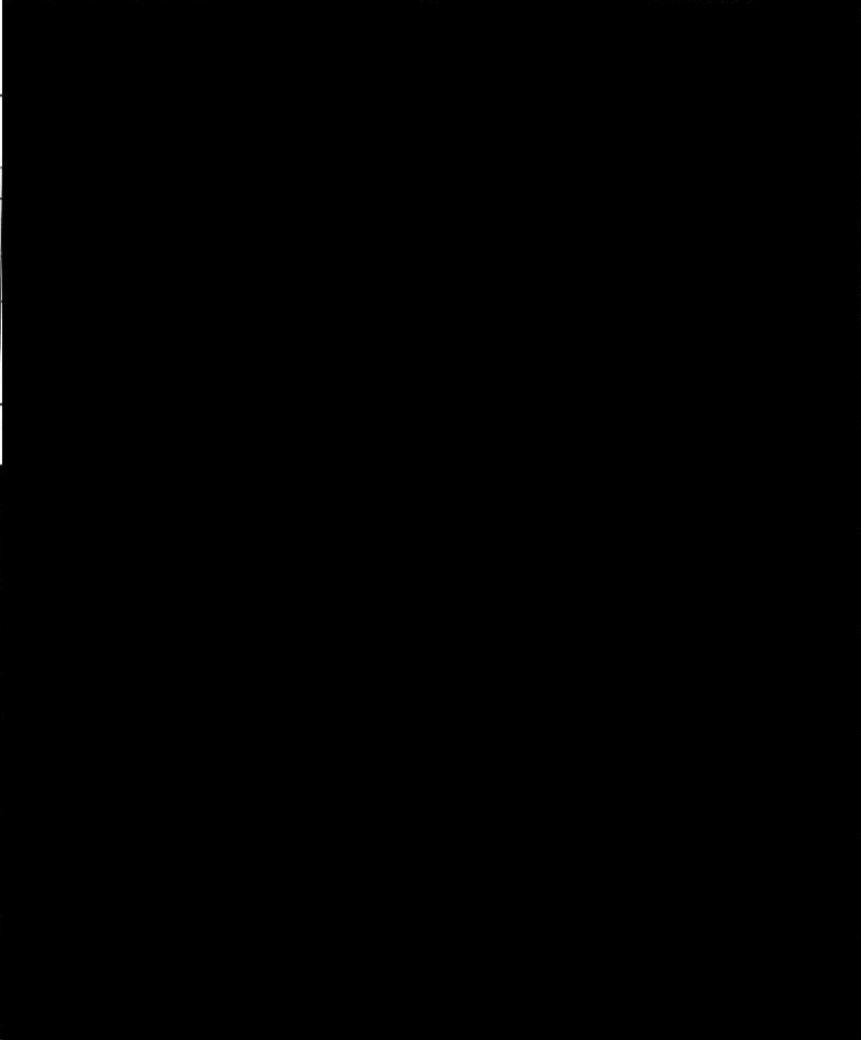


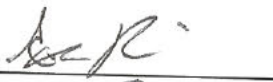




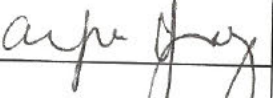
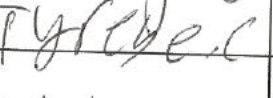

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Name	Signature	Email	City	Zip code	Parent (X)
CANDY K.					
TIM JOHNSON					X
DYLAN WIRE					
JERMAINE LOUWEN					X
KEVIN NIKHARSHI					
RYAN RODRIGUEZ					
SCOTT MARZANI					
MATT HERRON					
LEON PROLE					X
CHRIS BECKER					

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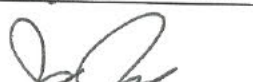


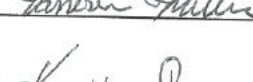
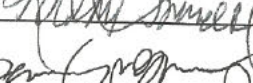
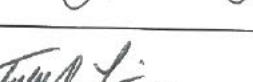
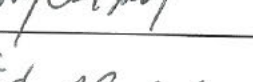
Name	Signature	Email	City	Zip code	Parent (X)
Felix G. Fermis					X
Austin Kulp					
Aiyana Holton					
ERIC RIVERA					X
Wilfredo ^{Benjante}					
B. 					
MIKE CANZON					X
Aazhe Y.					
Tyrone C.					
					

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Name	Signature	Email	City	Zip code	Parent (X)
Kate Woolford	K. Woolford	[REDACTED]	[REDACTED]	[REDACTED]	X
Ashley Miller	Ashley Miller	[REDACTED]	[REDACTED]	[REDACTED]	
Rayla Zivobog	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]	
Logan Harmon	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]	X
Antonio Carroll	Antonio Carroll	[REDACTED]	[REDACTED]	[REDACTED]	X
Myla Lee	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]	
Jessica Naaburn	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]	
Emma Griffin	Emma G.	[REDACTED]	[REDACTED]	[REDACTED]	
SEAN MEYER	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]	
DOYLE, MIKE	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]	X 😊

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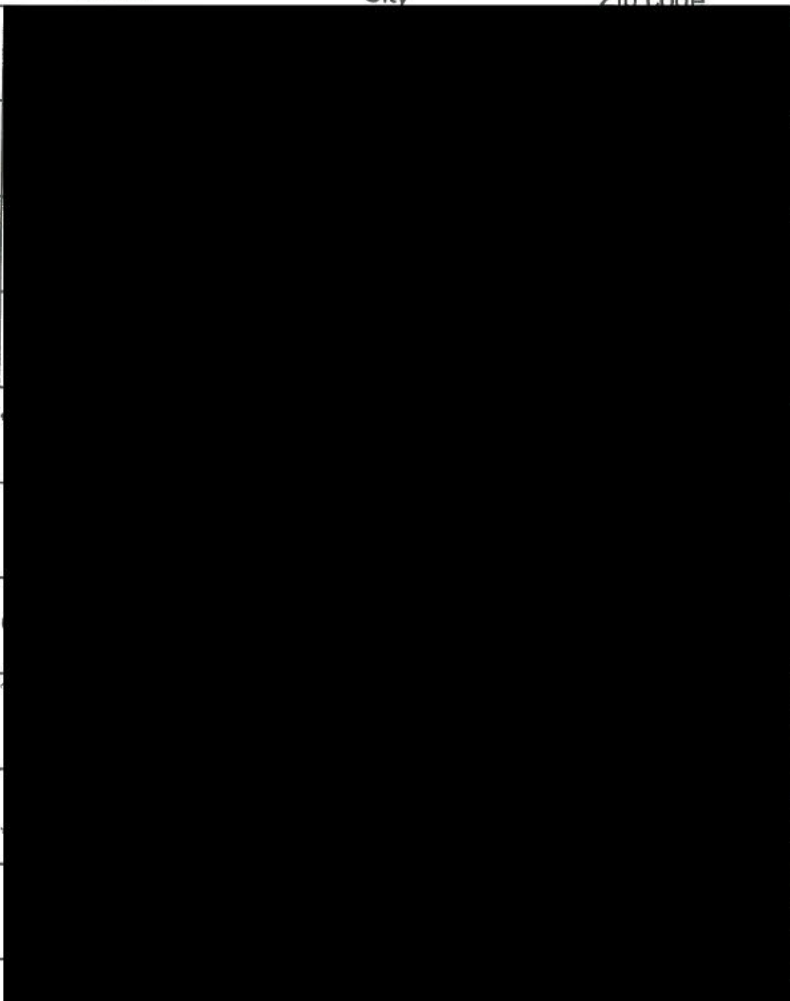
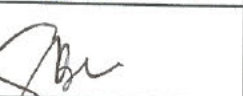
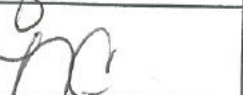


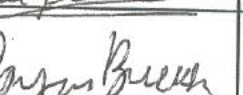
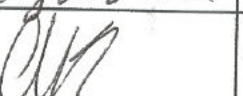

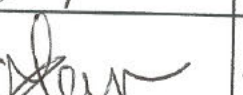
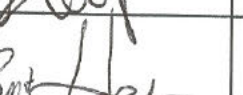
Name	Signature	Email	City	Zip code	Parent (X)
IAN Jeffrey		[REDACTED]	[REDACTED]	[REDACTED]	X
Grace O'Toole		[REDACTED]	[REDACTED]	[REDACTED]	X
Maissanawaci		[REDACTED]	[REDACTED]	[REDACTED]	
James Jones		[REDACTED]	[REDACTED]	[REDACTED]	X
Jeff Wynn		[REDACTED]	[REDACTED]	[REDACTED]	X
Vanessa Miller		[REDACTED]	[REDACTED]	[REDACTED]	X
KARLY NEWARK		[REDACTED]	[REDACTED]	[REDACTED]	X
Dan Madonna		[REDACTED]	[REDACTED]	[REDACTED]	
JERRY FINNEY		[REDACTED]	[REDACTED]	[REDACTED]	
Emily Belkoff		[REDACTED]	[REDACTED]	[REDACTED]	

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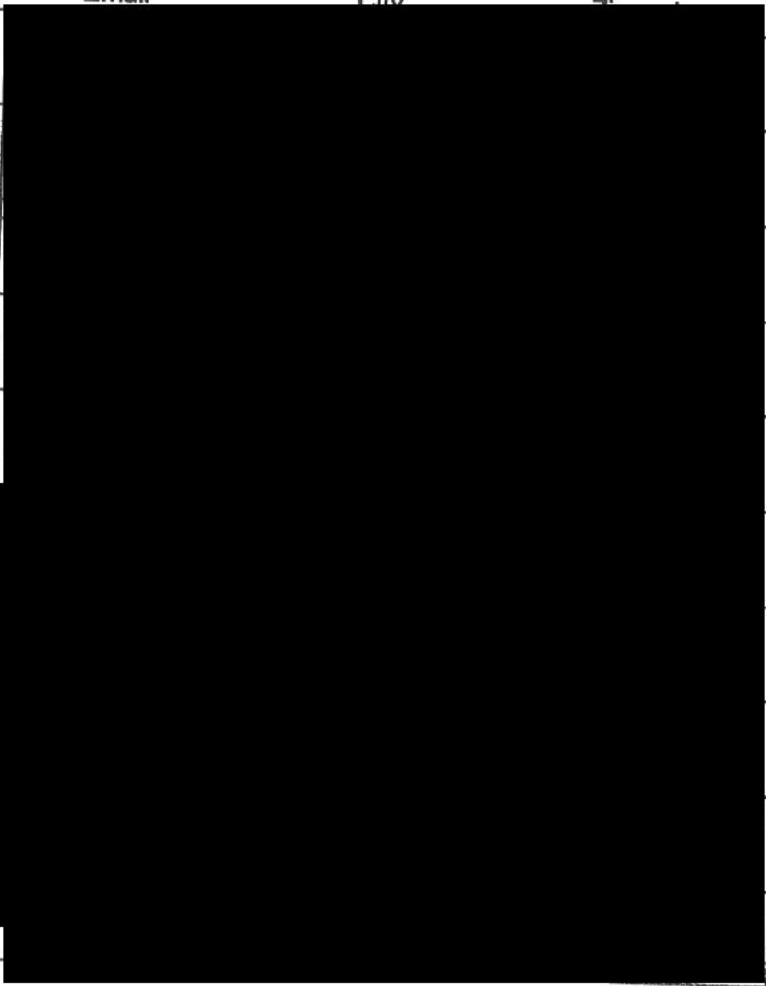
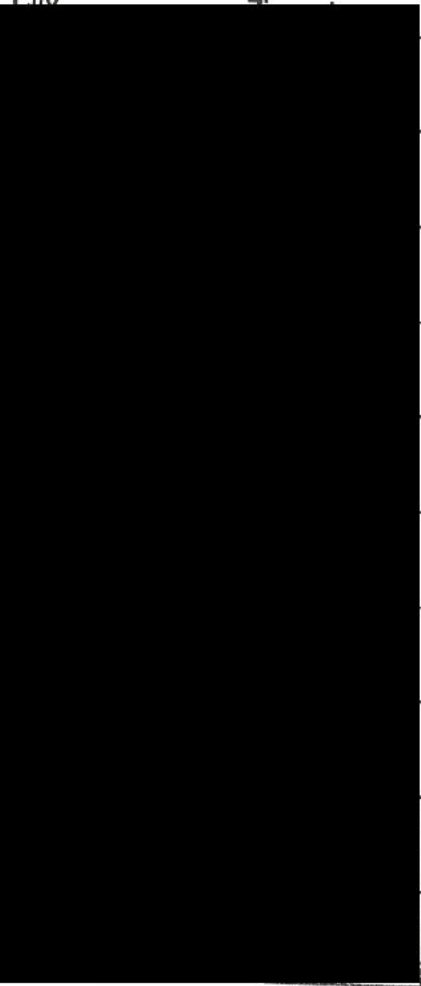
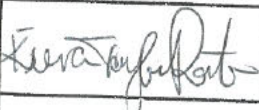

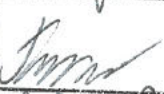

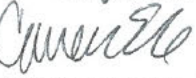
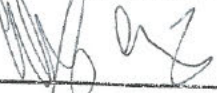
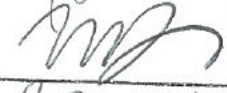

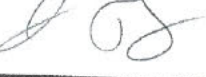
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Name	Signature	Email	City	Zip code	Parent (X)
Kristenm.					*NO
David					Yes
Jessica U					yes.
Marika					Yes
Anna Kent					Yes
Dave Scott					NO
John Gilboe					NO
Nicole Lampel					No
Ashley Brooks					NO
Nina Marie Hartman					No

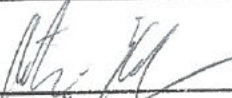
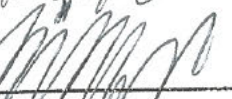
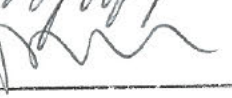

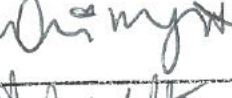
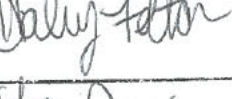
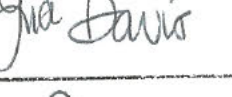

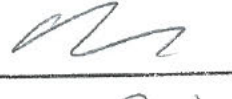

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Name	Signature	Email	City	Zip code	Parent (X)
Alexis green					
Shayne Berlin					
Nyma Colon					X
Sara					
Reethika					X
Lonyai Brock					
Alise Klimovsky					
Jasmine Brown					X
Cierra					X
Robert Heck					



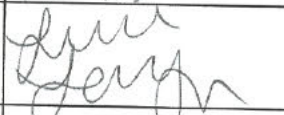
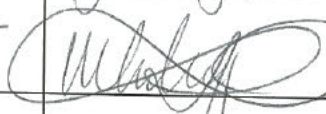

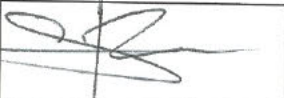


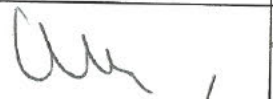
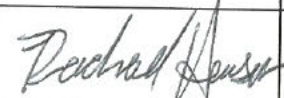
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Name	Signature	Email	City	Parent (X)
Yomaira Dejesus				
Kiera Taylor Porter				
Terry Thompson				
Terry Lybarger				
Ciara Peterson				
Cameron Elo				
Alexus Craig				
MARTIN ROMAN				
Shaquille Walker				
Josephine				

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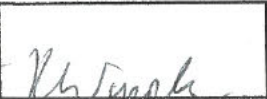
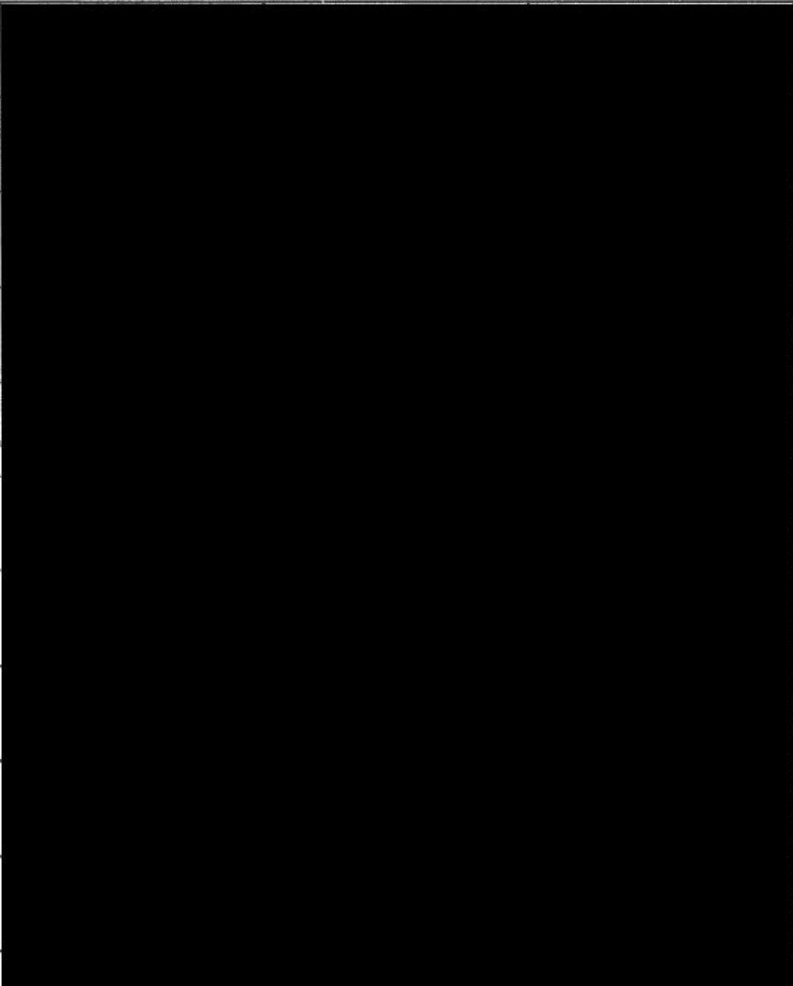
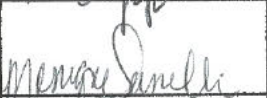
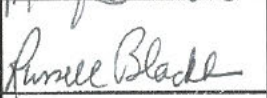
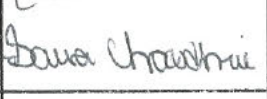
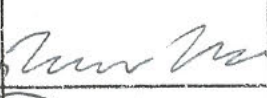

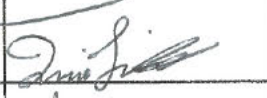
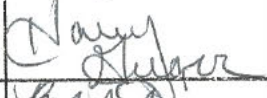


Name	Signature	Email	City	Zip code	Parent (X)
Antonio Kellen					NO
Elizabeth Wohlmeyer					NO
Megan Melamed					YES X
Stephanie Stokes					YES
Madison Morey					NO
Haley Felton					NO
UA Davis					NO
Jacob Riese					NO
Miner Palesano					YES
Kieran Bianchi					YES

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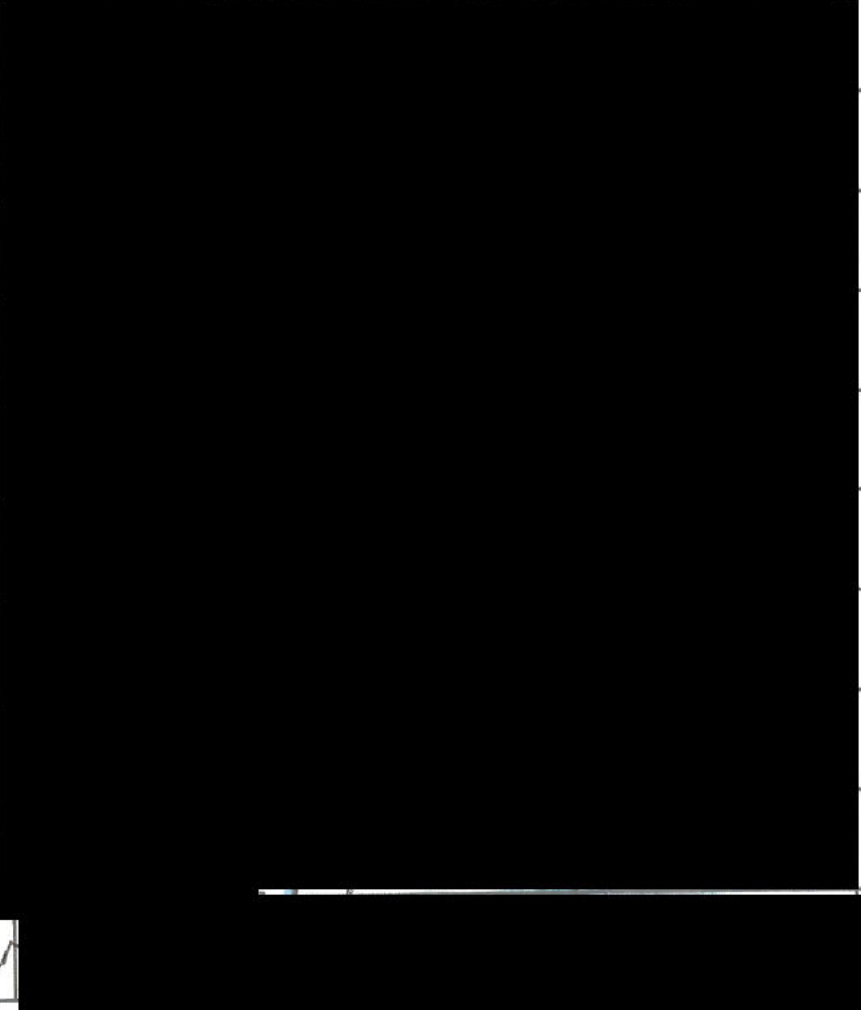
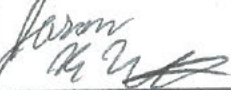

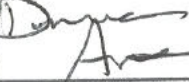

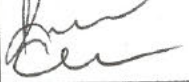
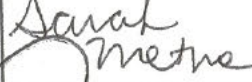
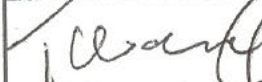

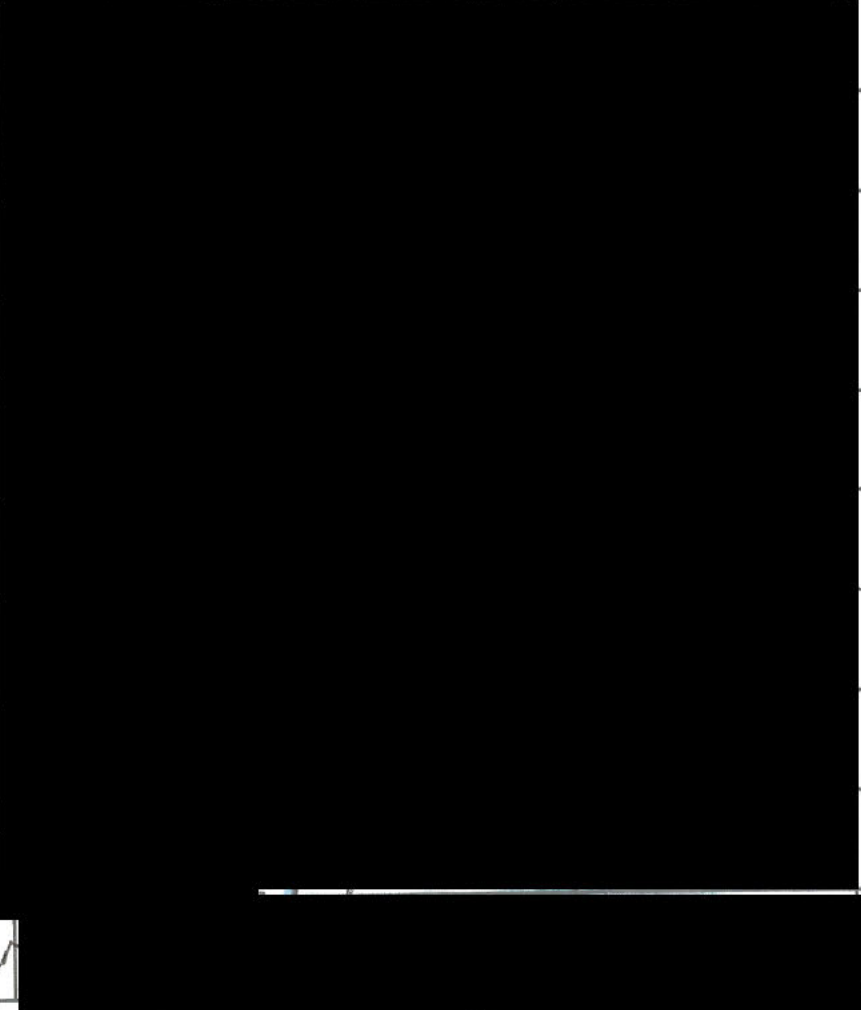
Name	Signature	Email	City	Zip	Parent (X)
Nora Nell					
Pamela Ebaugh					yes
Lindsay Goodell					
Whitney Garrison					
Claudia Tsurtia					yes.
JAMES PRICE					
Anna					No.
Rachel					no
Erin Bous					no
Rachael					NO

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

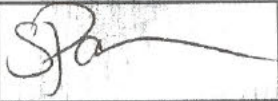
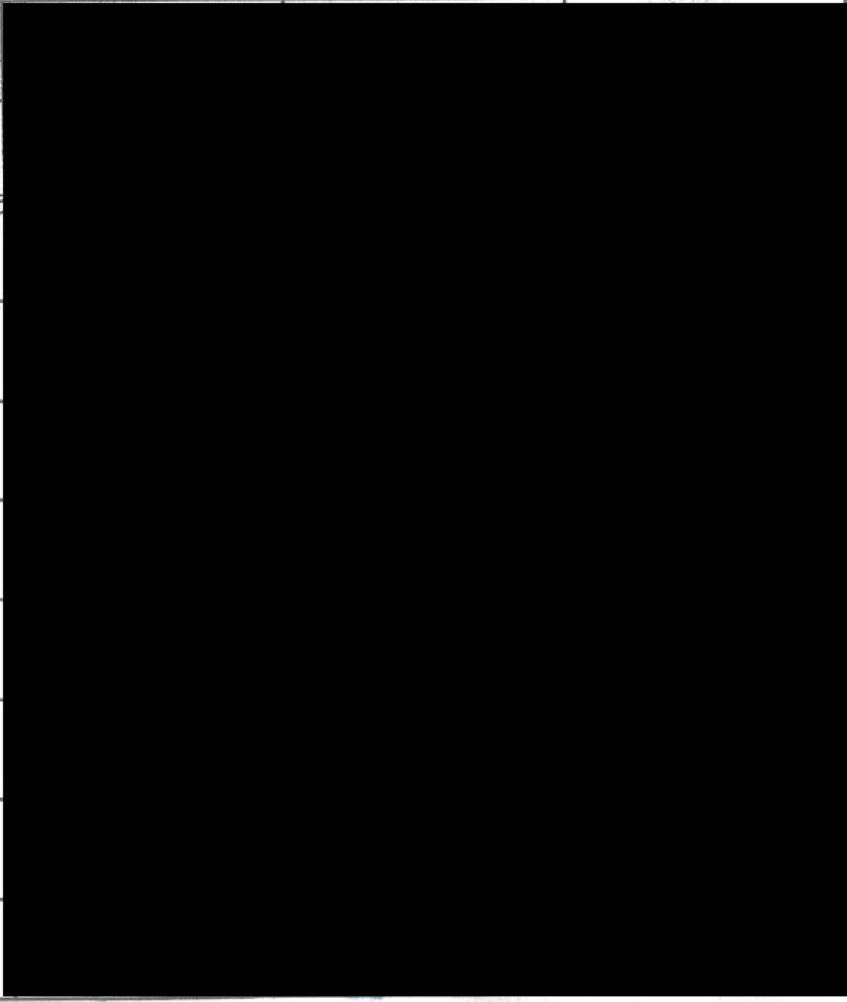



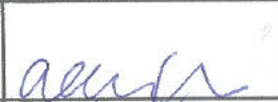

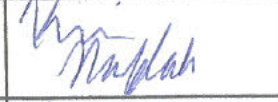
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Name	Signature	Email	City	Zip code	Parent (X)
Kathy Wappler					
Menique Sanelli					yes
RUSSELL BLACKBURN					Yes
Sana chaothri					NO
Zackary magdic					NO
David wilkams					yes
Queonia Livingston					No
Haley Gregor					NO
Brianna Lewis					NO
Jacob Bolger					NO

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Name	Signature	Email	City	Zip code	Parent (X)
ISABELLA DAMS					
Jason Mitsch					
Sarah Dach					
Dominic Artuso					X
Eric William					
Kathleen Capozzi					
Ana Willard-Bentz	anaWB				
Sarah Metro					
					
Cherry Crew	Cherry J. Crew				



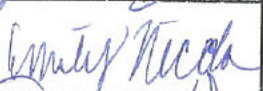
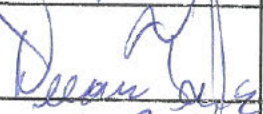



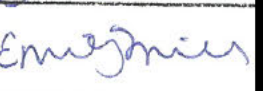


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Name	Signature	Email	City	Zip code	Parent (X)
Sydney Parson					
Mamon Lamonica					X
Sarah Lamonica					X
MADI SEBES					
Allyson Wicker					
Josh Taylor					
Kerri Mastak					
Christine Heister	Christy Heister				
Chris Cervillo	Chris Cervillo				
Franco Catalano	Franco Catalano				


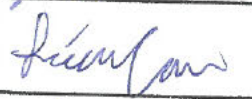




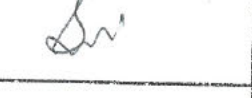
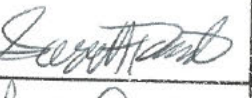
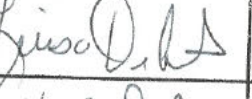
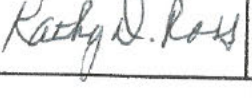
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Name	Signature	Email	City	Zip code	Parent (X)
Mary	Mary Leysa				
Brennon	B. R.				
Lynne	L. Good				
Angel	Angel F. Amos				
Sierra	Sierra Dumbord				
Jasmine An	J. An				
Joel Wesley	Joel Wesley				
Lawrence Burgess	Lawrence Burgess				X
Jeremy Sandoz	Jeremy Sandoz				
Chris Gyor	Chris Gyor				

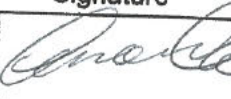


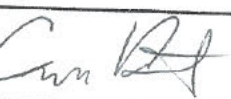
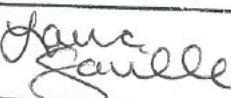
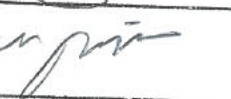
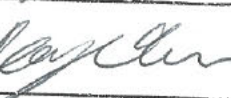
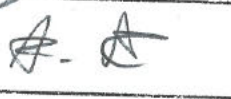
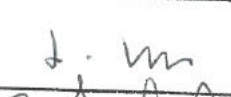

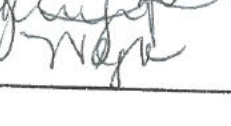
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Name	Signature	Email	City	Zip code	Parent (X)
Carl Stocker					No
Jacob Ross					No
Emily Nicola					NO
Dwaine Taylor					YES
Rob Bourard					NO
Riley Nicks					No
Isabel Kshak					No
EMILY MILLER					NO
Peter Grandell					NO
TON HADSON					NO

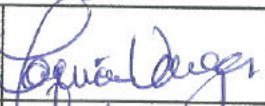

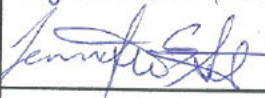
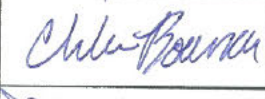



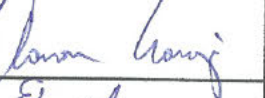
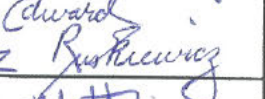
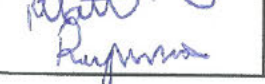
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Name	Signature	Email	City	Zip code	Parent (X)
Jay Lehmann					No
Liam Connolly					No
Nico Marino					No
Connor Damon					No
Alex Dizon					No
JAMES TAYLOR					NO
Sherrin Osman					YES
Garrett Passano					No
Luisa DeSantis					NO
Kathy D. Ross					YES



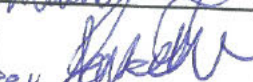




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Name	Signature	Email	City	Zip	Parent (X)
Amanda Moran					X
Kelli Carter					X
JAMELON BOBBITS					
Laura Saville					X
Kirk Singer					X
Meghan Maurer					X
Alessandra Pine					X
Joy Markel					X
Jessica Griffith					
Jennifer Weprich					X


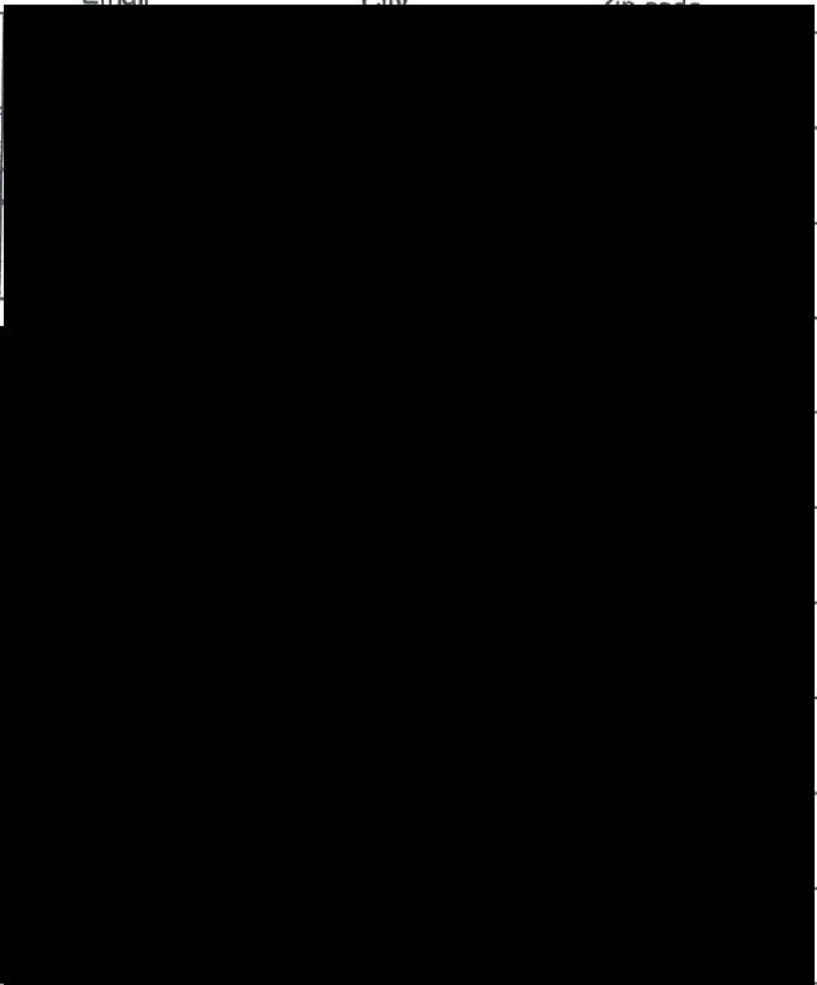


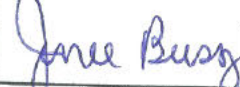






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Name	Signature	Email	City	Zip code	Parent (X)
Tequonia Vargas					No
Victor Vot					no
Jen Schamerhorn					no
Chloe Bouman					no
Dante Wooden					No
Lila Tartan					no
Austin White					No
Aaron Craig					Yes
Edward Ruskiewicz					No
Matt Ruggiero					NO


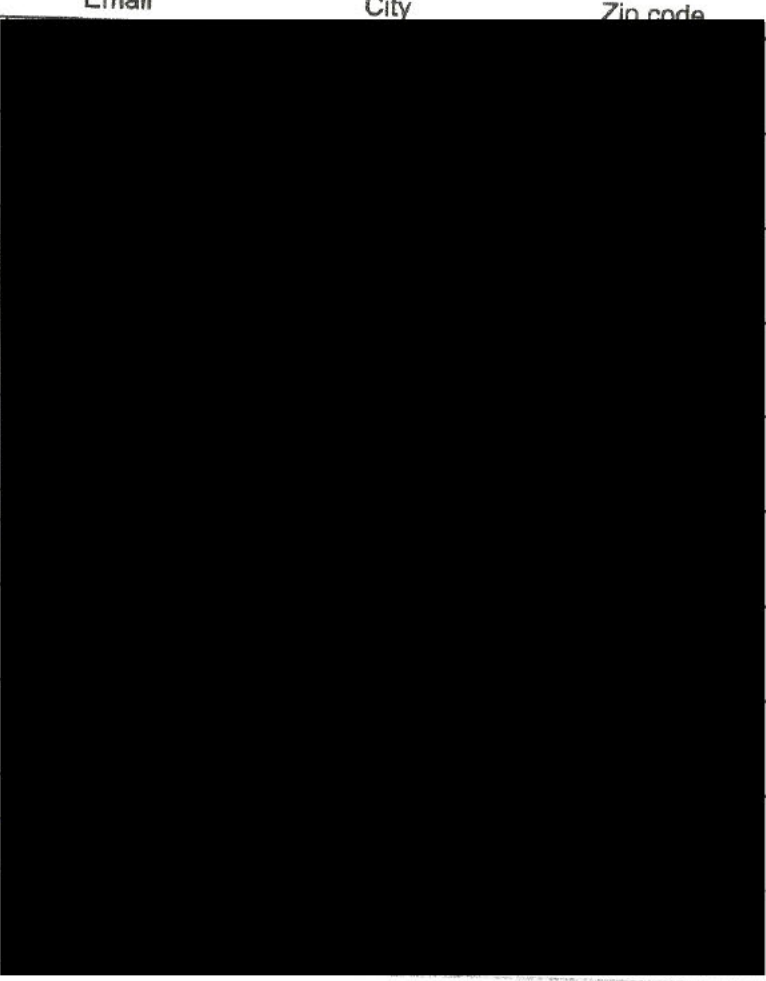
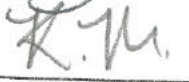

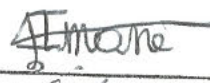

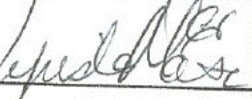

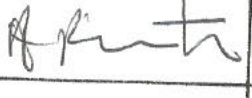


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Name	Signature	Email	City	Zip code	Parent (X)
Cynthia Perez-Cosio		[REDACTED]	[REDACTED]	[REDACTED]	No
Madeline Judge		[REDACTED]	[REDACTED]	[REDACTED]	yes
Jake Widenheiser		[REDACTED]	[REDACTED]	[REDACTED]	no
Maria	Maria Rodriguez	[REDACTED]	[REDACTED]	[REDACTED]	yes
Kat	vinola	[REDACTED]	[REDACTED]	[REDACTED]	no
Paul Miller		[REDACTED]	[REDACTED]	[REDACTED]	yes
Ratje Crum	Ratje Crum	[REDACTED]	[REDACTED]	[REDACTED]	NO
Mekhia Anderson		[REDACTED]	[REDACTED]	[REDACTED]	NO.
Hezekiah Crosby		[REDACTED]	[REDACTED]	[REDACTED]	NO
Amy Steffen		[REDACTED]	[REDACTED]	[REDACTED]	NO





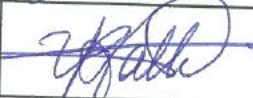

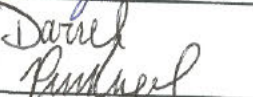


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Name	Signature	Email	City	Zip code	Parent (X)
Nikko Eiswert					
JEFF DEVICIA					X
Christine Kowl					
Janee Bussey					
Alex Saumandi					
SILVIA AKIMENKO					
KYLE STOVER					
Conor Borfield					
Dan Clementi					
Theresa Kemper					

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Name	Signature	Email	City	Zip code	Parent (X)
Marc Zevallos					X
Kayla Mayfield					
Lester Younger					X
Imone RAJAJI					X
Victoria Simonetti					X
Lyniska McEachin					X
Michael Smallwood					
Anns RAMNATH					
CHRISTIAN ISAACS					X
April Milliner					


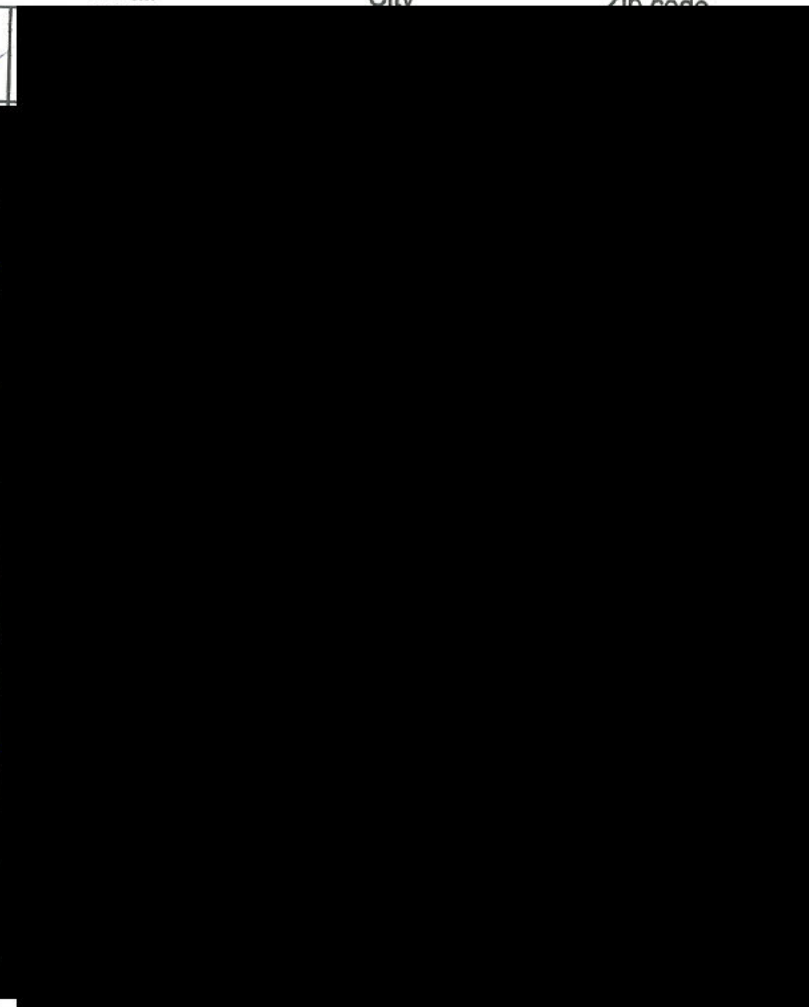







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Name	Signature	Email	City	Zip code	Parent (X)
Ed Coakrell					
Rich Carr					X
Kindu Pollard	Kindu P.				
Kevin Dupre					
Carly Fisher					
Yuliet Rodriguez					X
Arlay Fomey					
Darrel Pinkney					X
Taylor Strim					
Carli Smith					

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Name	Signature	Email	City	Zip code	Parent (X)
Gregg Gibbons	<i>Gregg Gibbons</i>	[REDACTED]	[REDACTED]	[REDACTED]	No
Rev GIBBIE	<i>Rev GIBBIE</i>	[REDACTED]	[REDACTED]	[REDACTED]	YES
Cheyenne Beam	<i>Cheyenne Beam</i>	[REDACTED]	[REDACTED]	[REDACTED]	NO
Kim Myers	<i>Kim Myers</i>	[REDACTED]	[REDACTED]	[REDACTED]	NO
Anna Troutman	<i>Anna Troutman</i>	[REDACTED]	[REDACTED]	[REDACTED]	No
C. J. Ransel	<i>C. J. Ransel</i>	[REDACTED]	[REDACTED]	[REDACTED]	NO
Julia Millward	<i>Julia Millward</i>	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Michelle Ferrer	<i>Michelle Ferrer</i>	[REDACTED]	[REDACTED]	[REDACTED]	yes
Nikki Athna	<i>Nikki Athna</i>	[REDACTED]	[REDACTED]	[REDACTED]	NO
Victoria Miller	<i>Victoria Miller</i>	[REDACTED]	[REDACTED]	[REDACTED]	NO

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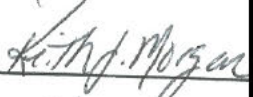



Name	Signature	Email	City	Zip code	Parent (X)
Joseph Garcia					
Julia Verniero					
Trawls Arnold					
Laurin Goodale					
Cade Barlow					
Vincent Santora					
Nathan VanHorn					
Nathan Brewer	Nathan Brewer				
Amanda Komarn					
Katelyn Shober	KATY				

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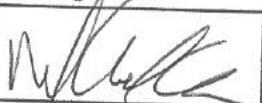



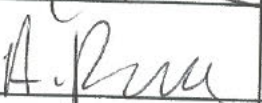

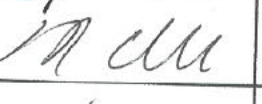
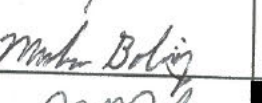






Name	Signature	Email	City	Zip code	Parent (X)
Elaine Kirk	Elaine Kirk				yes.
Genesis Rodriguez	gobu				no
D. White	D. White				no
W. Long	my So				No
A. Mongeau	alex Mongeau				No
C. Gaenzle	C GAENZLE				NO
K. Hoffman	yes				Yes
M. Gonzalez	M. Gonzalez				YES
M. N. N.	M. N. N.				NO
Teemy Shock	Teemy Shock				yes

Fossil
Share

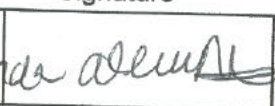
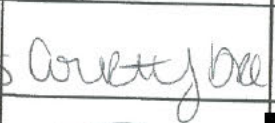

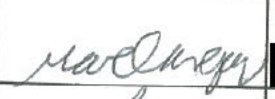
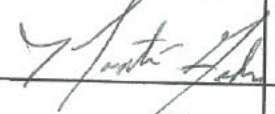
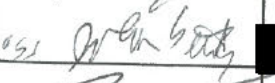
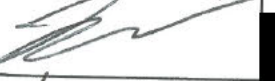
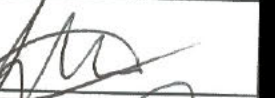


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Name	Signature	Email	City	Zip code	Parent (X)
Reggie Geter		[REDACTED]	[REDACTED]	[REDACTED]	X
Adri Shimonov		[REDACTED]	[REDACTED]	[REDACTED]	
Ira Ballew		[REDACTED]	[REDACTED]	[REDACTED]	
Izzy Hack		[REDACTED]	[REDACTED]	[REDACTED]	
Ellana Richetts		[REDACTED]	[REDACTED]	[REDACTED]	
Sheldon Becken		[REDACTED]	[REDACTED]	[REDACTED]	
Kithd. Morgan		[REDACTED]	[REDACTED]	[REDACTED]	
Dataliya Linn		[REDACTED]	[REDACTED]	[REDACTED]	
Patricia Antonio		[REDACTED]	[REDACTED]	[REDACTED]	X
Rajeev K Meh		[REDACTED]	[REDACTED]	[REDACTED]	

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Name	Signature	Email	City	Zip code	Parent (X)
Miguel Andino					
Anna Perced					
John Roberts					
Ron Abrams					X
Michael Boligiti					
Ismael Mercha					X
Sumantha Berni					X
Shacara Pope					
mukund					
Ajay					

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Name	Signature	Email	City	Parent (X)
Alexis Miranda		[REDACTED]	[REDACTED]	N/A
Courtney Deas		[REDACTED]	[REDACTED]	
Mark Crank		[REDACTED]	[REDACTED]	
Marlon Gomez		[REDACTED]	[REDACTED]	
Monte Graham		[REDACTED]	[REDACTED]	
John Guligross		[REDACTED]	[REDACTED]	X
Todd Smith		[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
Joseph Verdi		[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
Demetrius Addison		[REDACTED]	[REDACTED]	
Dani		[REDACTED]	[REDACTED]	X

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300
1

Name	Signature	Email	City	Zip code	Parent (X)
Liraa		[REDACTED]	[REDACTED]	[REDACTED]	-
Monica D.		[REDACTED]	[REDACTED]	[REDACTED]	X
Angela B		[REDACTED]	[REDACTED]	[REDACTED]	-
Jennifer B		[REDACTED]	[REDACTED]	[REDACTED]	-
Noelani Innocent		[REDACTED]	[REDACTED]	[REDACTED]	NO
Tianna Lawrence		[REDACTED]	[REDACTED]	[REDACTED]	-
Melody Cooney		[REDACTED]	[REDACTED]	[REDACTED]	YES
Liobys Sue		[REDACTED]	[REDACTED]	[REDACTED]	-
Rebecca DeSoye		[REDACTED]	[REDACTED]	[REDACTED]	
Raekeha	Lawson	[REDACTED]	[REDACTED]	[REDACTED]	yes

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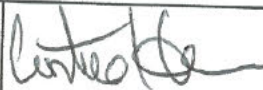


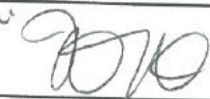

Name	Signature	Email	City	Zip code	Parent (X)
Laura Todd	Laura Todd				X
Brianna Di propencia	B. Di propencia				X
molly Ashman	Molly Ashman				B
Trisha Taylor	Trisha Taylor				
Michelle Logg	Michelle Logg				X
CHRISTINE HUGHES	Christine Hughes				
Tiaunnauser	Tiaunnauser				
Veronica Oquendo	Veronica Oquendo				X
Gennel Buech	Gennel Buech				
Michelle Sotel	Michelle Sotel				

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Name	Signature	Email	City	Zip code	Parent (X)
MACHIELL SCANNAPIECO	<i>Machiell Scannapieco</i>	[REDACTED]			
Andre Bellamy	<i>Andre Bellamy</i>				
Hugh Shemak	<i>Hugh Shemak</i>				
Colin Garrison	<i>Colin Garrison</i>				
Kevin Braurus	<i>Kevin Braurus</i>				X
Sofie Berete	<i>Sofie Berete</i>				
Jamie Gordon	<i>Jamie Gordon</i>				
Ciara Gloss	<i>Ciara Gloss</i>				
Sherry DeVaughn	<i>Sherry DeVaughn</i>				X
Georgia Haldas	<i>Georgia Haldas</i>				X

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Name	Signature	Email	City	Zip code	Parent (X)
Antonio Henderson		[Redacted]	[Redacted]	[Redacted]	NO
Allison Ingento	allisoningento	[Redacted]	[Redacted]	[Redacted]	X
Sarah	[Redacted]	[Redacted]	[Redacted]	[Redacted]	X
Cindy McD	Cindy McDonnell	[Redacted]	[Redacted]	[Redacted]	Y
Margarita Oletrenko		[Redacted]	[Redacted]	[Redacted]	No
Tammy Nace	Tammy Nace	[Redacted]	[Redacted]	[Redacted]	X
Samuel Morrison		[Redacted]	[Redacted]	[Redacted]	NO
Khall Jones	Khall Jones	[Redacted]	[Redacted]	[Redacted]	No
Kathy Kosciuszko		[Redacted]	[Redacted]	[Redacted]	yes
Elizabeth Laype		[Redacted]	[Redacted]	[Redacted]	NO

← Signature sheet

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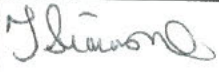
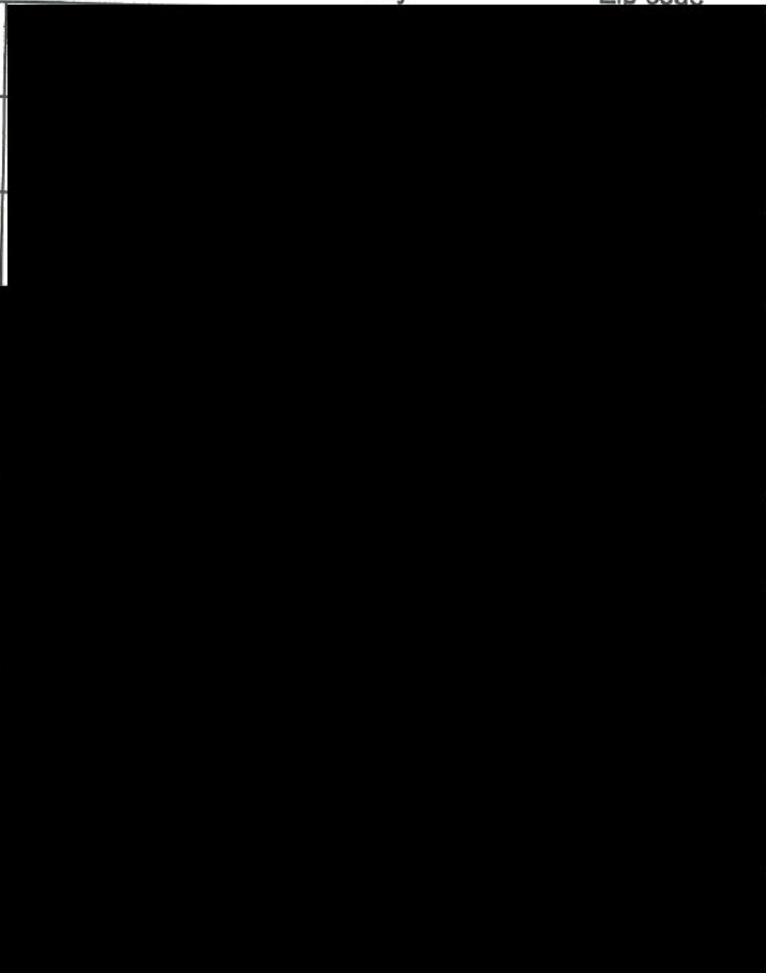



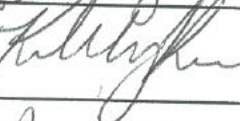
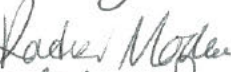




Zip code	Name	Signature Parent (X)	Email	City
[Redacted]	[Redacted]	[Signature]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature] Kathleen Wetzel	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature] Jayne Hull	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature] S. Hill	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature] Adrian Mottet	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Signature] C. K. J.	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]



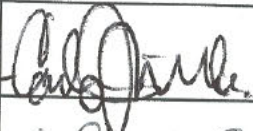
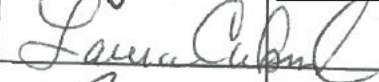


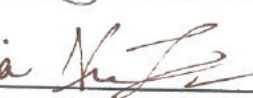

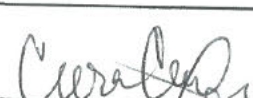

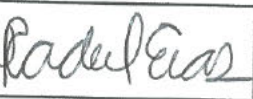

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Make tweaks, leave comments, and share with others to edit at the same time.

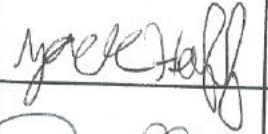









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Name	Signature	Email	City	Zip code	Parent (X)
Taneesha Simmons					X
Chaelusa Spritt					X
Clara Jones					X
Leighann Grimley					
Kimberly Keown					X
Kadesha Martin					
Ashley Smith					
Joanie Perez					
Ludis Goldman					X
Maribeth Moore					




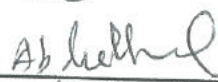

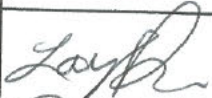
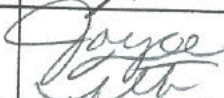
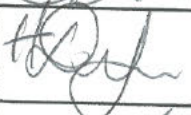
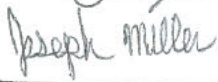

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Name	Signature	Email	City	Zip code	Parent (X)
Geatos Pitalongo		[REDACTED]	[REDACTED]	[REDACTED]	X
LAURA CABRAL		[REDACTED]	[REDACTED]	[REDACTED]	
Ornelo Pagan		[REDACTED]	[REDACTED]	[REDACTED]	X
Robyn Morningstar		[REDACTED]	[REDACTED]	[REDACTED]	X
Victoria Fucheria		[REDACTED]	[REDACTED]	[REDACTED]	X
Antonye Ponce		[REDACTED]	[REDACTED]	[REDACTED]	X
Ciera Crafton		[REDACTED]	[REDACTED]	[REDACTED]	
Muhammad Tima		[REDACTED]	[REDACTED]	[REDACTED]	
Rachel Elias		[REDACTED]	[REDACTED]	[REDACTED]	X
Chutima Siritankul		[REDACTED]	[REDACTED]	[REDACTED]	

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Name	Signature	Email	City	Zip code	Parent (X)
ZACK Hoffman					
Anthony Baetles					yes
Jim Weng					yes
mer zhang					yes
WATKINSON					YES
D. Gueley					yes
C. MOTO					yes
JIM ROSS					No
Tim Graser					NO
Gary Clark					Yes

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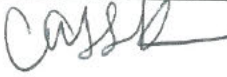
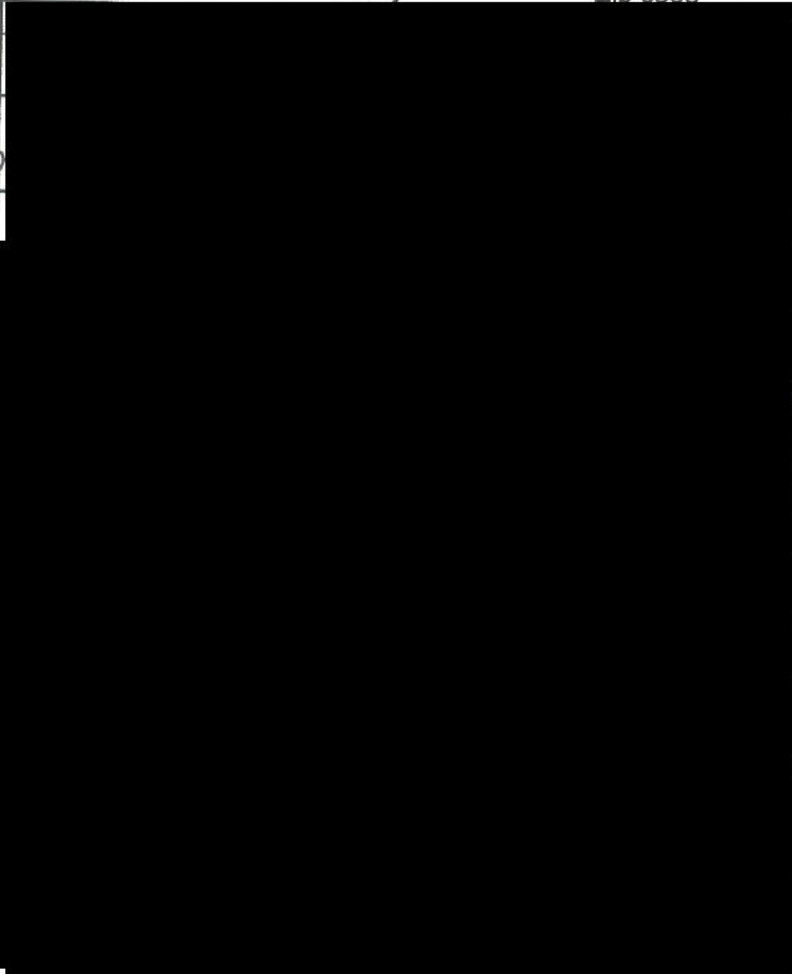
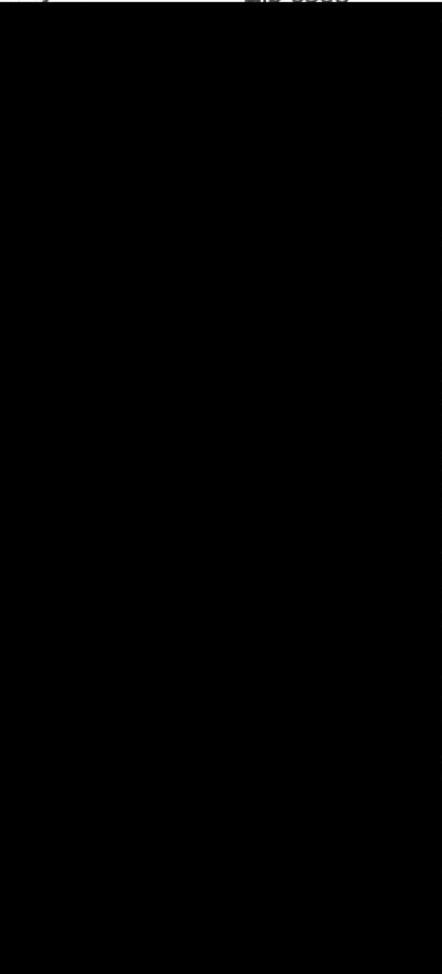
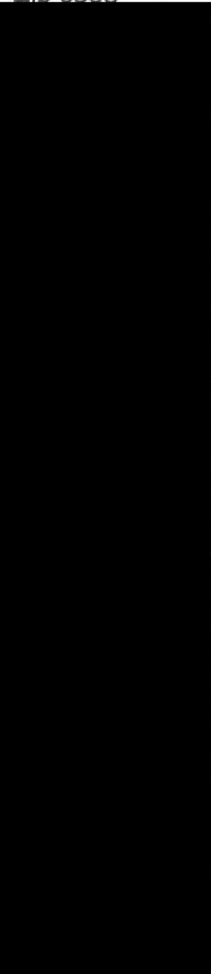









Name	Signature	Email	City	Zip code	Parent (X)
TROY LOGAN					NO
Cameron Lawrence					NO
Brittany Linn					NO
Abdullah					
Amed Lewis					yes
Layan Dabbour					No
Joyce Cetti					yes
Heather DeLura					yes
Joseph Miller					NO
Alex Smith					yes

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Name	Signature	Email	City	Zip code	Parent (X)
Michael Pagn-Atkinson	Michael Pagn-Atkinson	[Redacted]	[Redacted]	[Redacted]	
Sybil White	[Signature]	[Redacted]	[Redacted]	[Redacted]	
Nasir Turner	Nasir Turner	[Redacted]	[Redacted]	[Redacted]	
Katherine McDonald	Katherine McDonald	[Redacted]	[Redacted]	[Redacted]	
Dewey Beaulier	[Signature]	[Redacted]	[Redacted]	[Redacted]	
marzoa yant	marzoa yant	[Redacted]	[Redacted]	[Redacted]	X
Joseph Williams	Joseph Williams	[Redacted]	[Redacted]	[Redacted]	X
Imyush Williams	Imyush Williams	[Redacted]	[Redacted]	[Redacted]	
Caitlin Fuhrman	[Signature]	[Redacted]	[Redacted]	[Redacted]	
Olivia Cartenson	Olivia Cartenson	[Redacted]	[Redacted]	[Redacted]	

Possible board member *

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Name	Signature	Email	City	Zip code	Parent (X)
CASSIDY KAY					
Natalie Hastings					
Christene Futura					
Taria Banton					
Alicia Messim					X
Devon Byrd					X
Ramir Briggs					
Brittany Ortiz					
Rachel Mundy					X
Theresa Mason					X


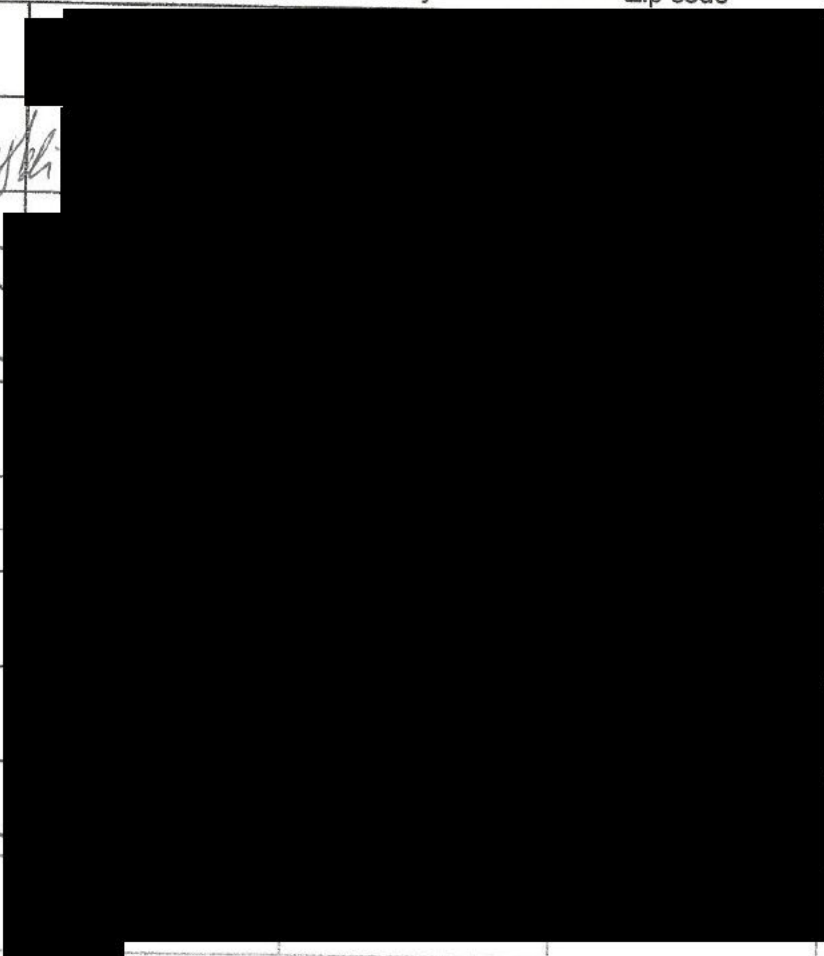
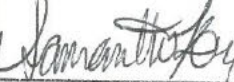




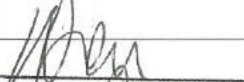

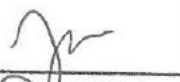
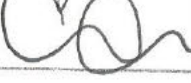

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Name	Signature	Email	City	Zip code	Parent (X)
Sunny	Sunny	[REDACTED]	[REDACTED]	[REDACTED]	✓
Tori Lason	TLC				
Amanda Stawter	Amanda Stawter				
[Signature]	[Signature]				✓
Sean Diehl	[Signature]				
Destiny Walker	DW				
KESHAB BHARTI	[Signature]				
Kimberly Crowley	[Signature]				✓
Alex Maratea	[Signature]				✓
Chancee Rone	[Signature]				

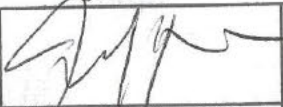
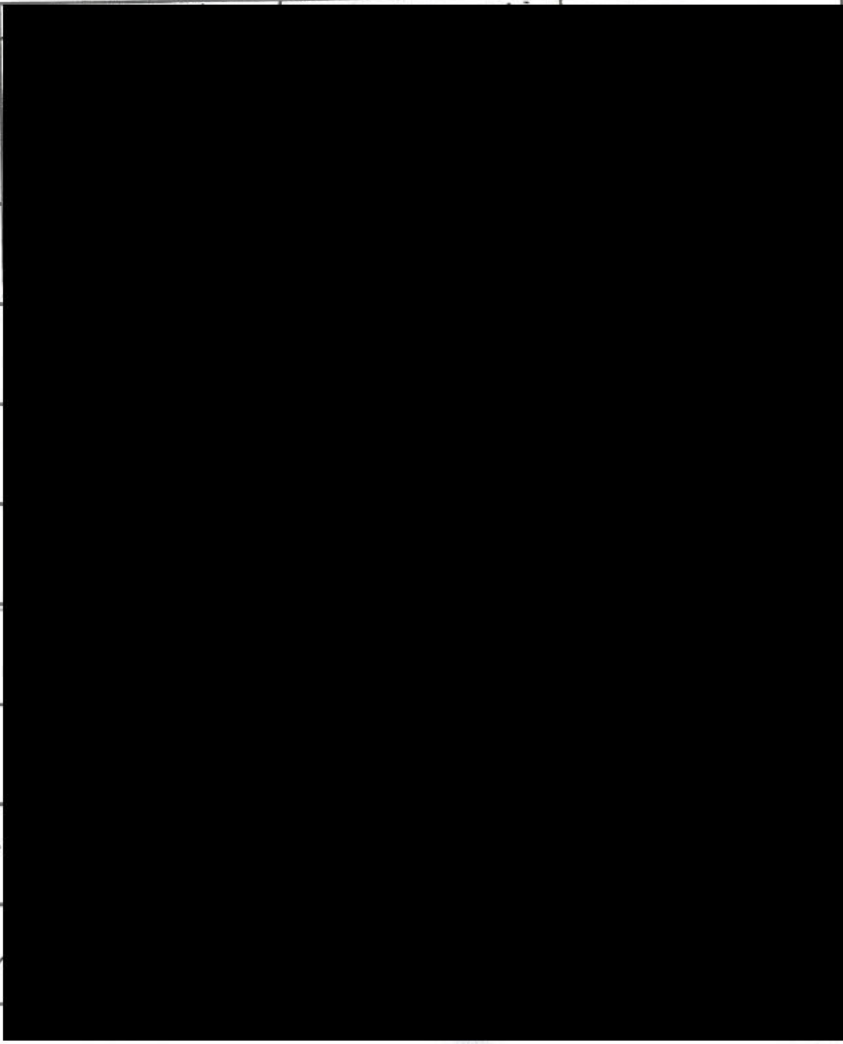


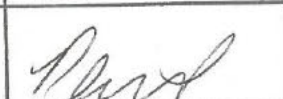
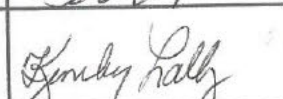
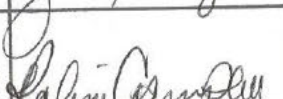

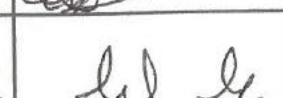
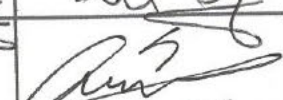
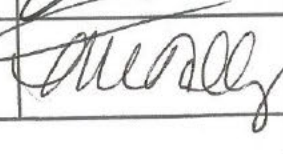
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Name	Signature	Email	City	Zip code	Parent (X)
Stephanie	Same	[Redacted]	[Redacted]	[Redacted]	X
Makiah Pryor	Same	[Redacted]	[Redacted]	[Redacted]	X
Fredrick DePrince	[Signature]	[Redacted]	[Redacted]	[Redacted]	X
Brian Carlson	[Signature]	[Redacted]	[Redacted]	[Redacted]	
CHARLETTA Gilbert	[Signature]	[Redacted]	[Redacted]	[Redacted]	X
Sheron Amos	[Signature]	[Redacted]	[Redacted]	[Redacted]	X
Francis McQuinn	[Signature]	[Redacted]	[Redacted]	[Redacted]	X
Joshua Toomer	[Signature]	[Redacted]	[Redacted]	[Redacted]	
Sharday Burgess	[Signature]	[Redacted]	[Redacted]	[Redacted]	
Julia O'Neil	[Signature]	[Redacted]	[Redacted]	[Redacted]	X



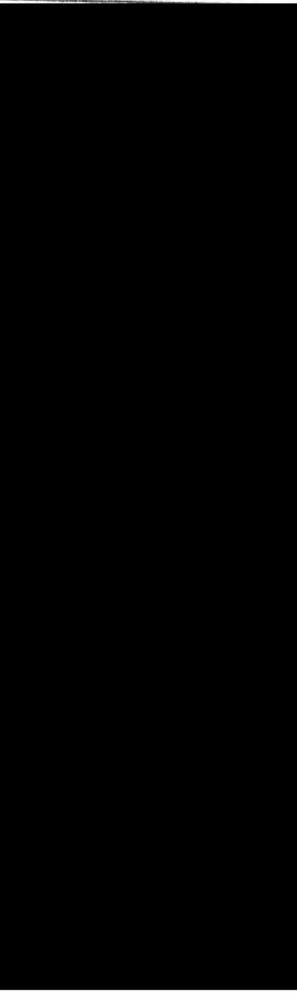
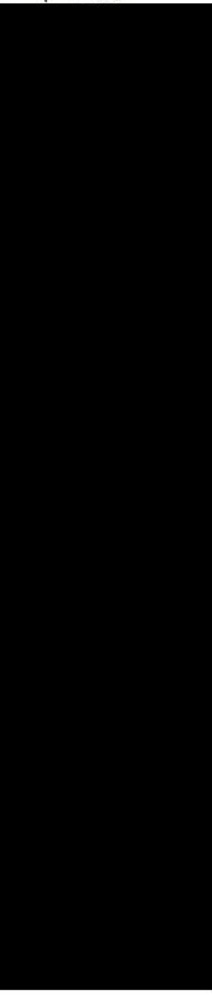



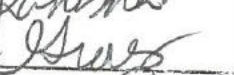

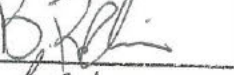
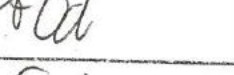
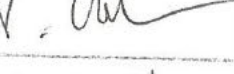
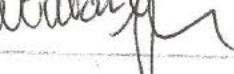
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Name	Signature	Email	City	Zip code	Parent (X)
Keara Cobb					
Samantha Korybski					X
Signi Bentley					
					
Kendall Gilbert					X
Drea Gaudine					
Terrence Grant					
Faith Scherbaum					
Carly Cramer					
Laketa B.					


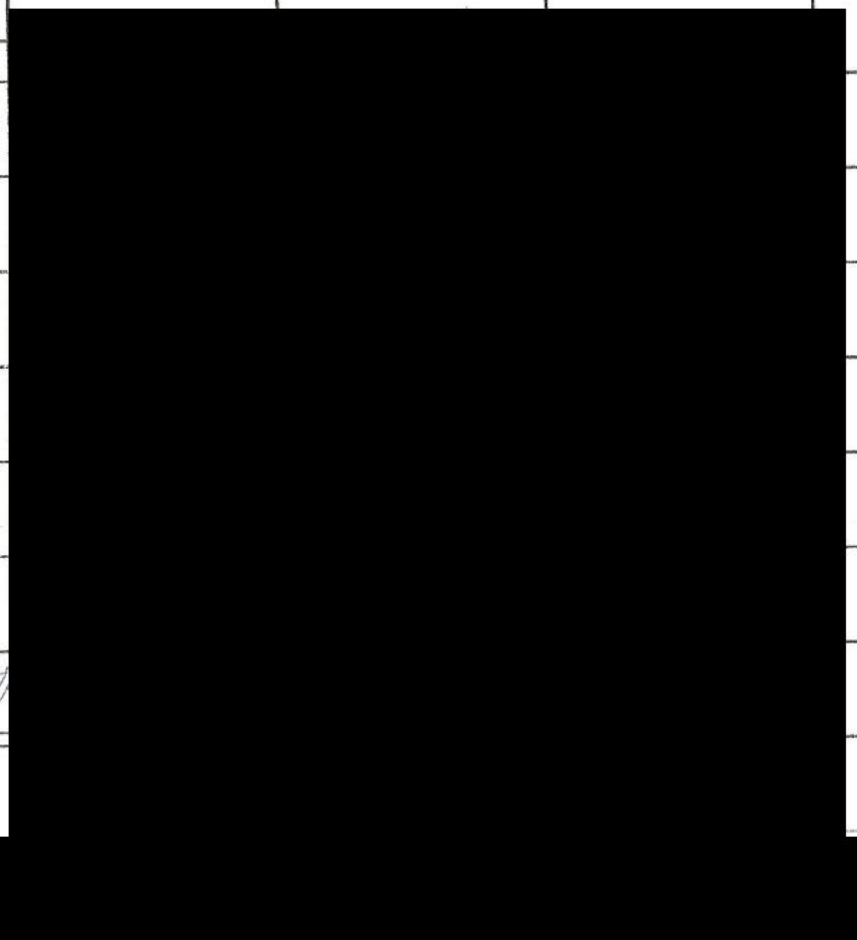



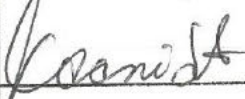
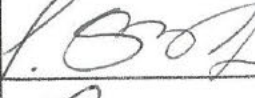
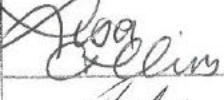
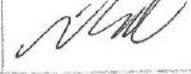
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Name	Signature	Email	City	Zip code	Parent (X)
Jennifer Nguyen					
Kevin Scott					
Domingo Tejada					
Philip Avitabile					X
Kimberly Lally					
Robin Campbell					
Edward Finn					
Liliana					
Tony Truong					
Marylou Talley					


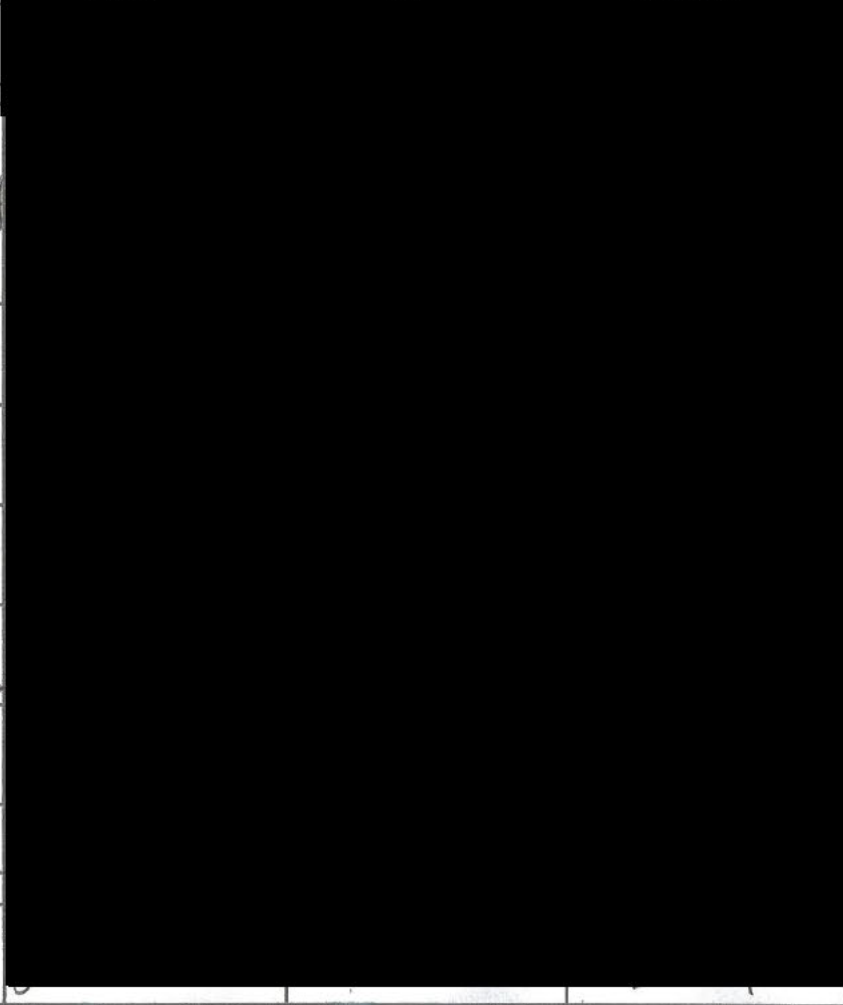
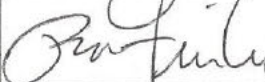



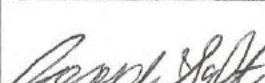



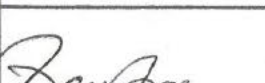
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Name	Signature	Email	City	Zip code	Parent (X)
Rahshawn Preston					
Mike Guzar					
Well Adams Turner					
Padraig Connelly					
Kanisha Groves					X
Alyssa Gonzalez					
Bianca Robinson					
AARON Odum					
Valarie Anderson					
William myers					

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Name	Signature	Email	City	Zip code	Parent (X)
Joshua March					
Tamar Brown					
Danielle Dunn	Dunn				X
Summer HARTMAN					
Geoye					
Cecilia					
Crystal Phillips	C. Phillips				
Timothy Spry					
Lisa Collins					
Margie					


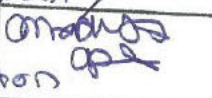
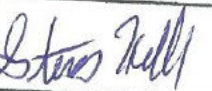


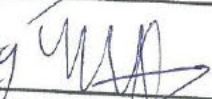
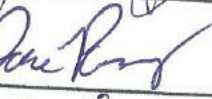
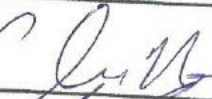


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Name	Signature	Email	City	Zip code	Parent (X)
Luis Resto					
Peggy Finley					✓
Sophia Hibonay					✓
Taylor Feliciano					yes
Raina Williams					yes.
Joseph Salter					x
William Gatter					
Marissa DiSilvestro					NO
Prasie Coscar					YES
Paul Perez					NO

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Name	Signature	Email	City	Zip code	Parent (X)
Kylie Boyd	Kylie Boyd	[REDACTED]			
Ben Sadel	[Signature]				
Keith By	[Signature]				
Brian Woodman	[Signature]				[REDACTED]
Bob O'Beir	[Signature]	x			
BRIDGET BOLTON	[Signature]				
Rian Gannon	[Signature]	x			
Jacqui McLann	[Signature]				
Allyse Bowers	[Signature]				
Bridget Schmidt	[Signature]				



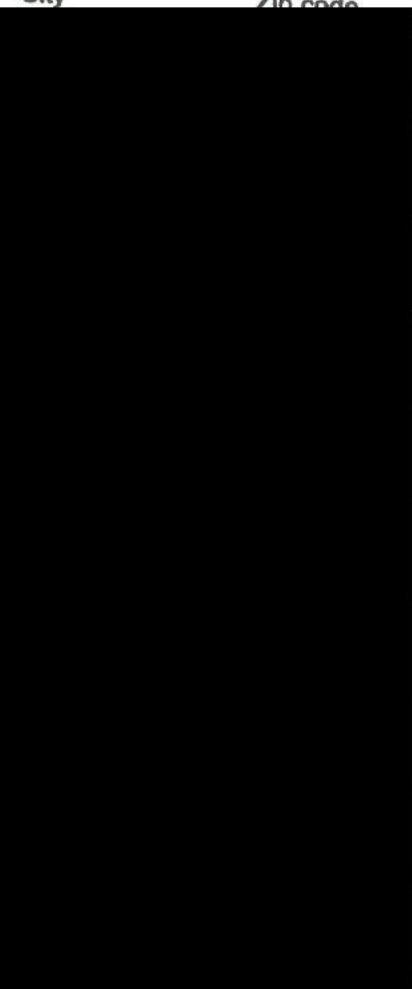
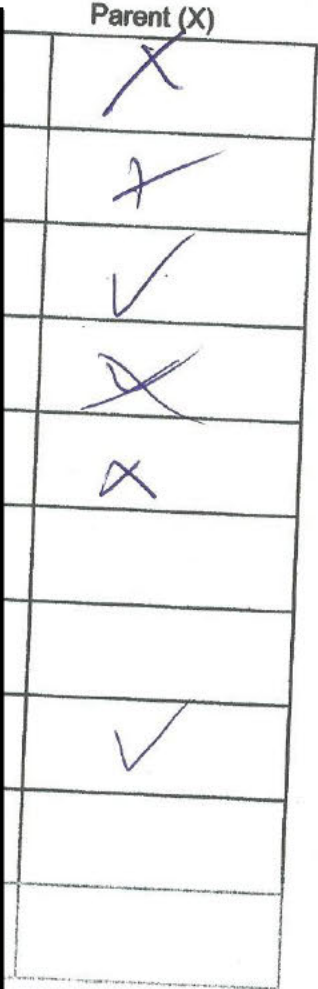
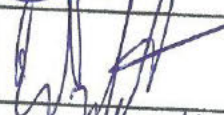
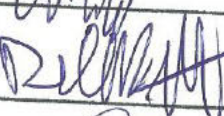
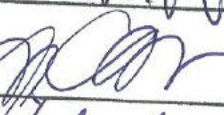
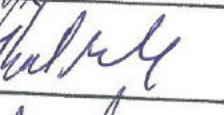
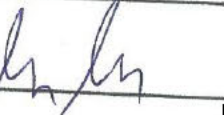
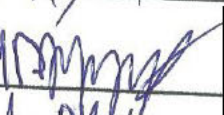
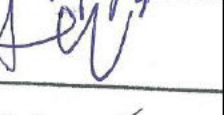

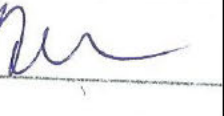
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Name	Signature	Email	City	Parent (X)
Christina Thompson		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Madison Appolon		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Steve Helbel		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Joe Niles		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Julia Bove		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Mirela Hrynberg		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Jake Rucorsky		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Alex Mardel		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Fortunato Per		[REDACTED]	[REDACTED]	<input type="checkbox"/>
Vince Maffett		[REDACTED]	[REDACTED]	<input type="checkbox"/>

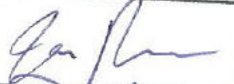



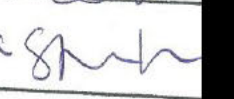

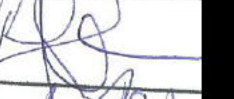



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Name	Signature	Email	City	Zip code	Parent (X)
Vince III Asher	Vince III	[REDACTED]			
Vince Jr. Angelini	[Signature]				
Nisales Nisales	[Signature]				
Andrus Prince	[Signature]				
Dana Gloa	[Signature]				
John Coy	[Signature]				
Nicole Sch	[Signature]				
Meghan Brennen	[Signature]				
ANITA BOLD	[Signature]				
Brianna Edgington	[Signature]				

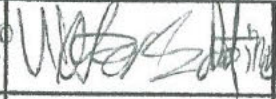

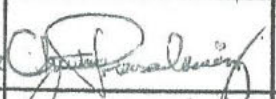
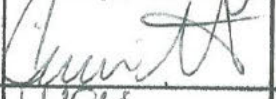
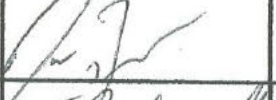
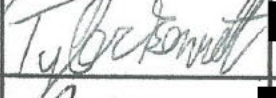

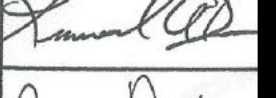
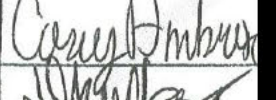

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Name	Signature	Email	City	Zip code	Parent (X)
John MARIS					<input checked="" type="checkbox"/>
Werner Mehardt					<input checked="" type="checkbox"/>
Dillon Mehardt					<input checked="" type="checkbox"/>
CARL PEREIRA					<input checked="" type="checkbox"/>
KURT MENDREOT					<input checked="" type="checkbox"/>
Greg Gough					<input checked="" type="checkbox"/>
Mason Mehardt					
Anne/Delucia					<input checked="" type="checkbox"/>
					
					

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Name	Signature	Email	City	Parent (X)
Jay Ringer		[REDACTED]	[REDACTED]	
Liam Doyle		[REDACTED]	[REDACTED]	
Jacob Jury		[REDACTED]	[REDACTED]	X
Olivia Richards		[REDACTED]	[REDACTED]	X
Stefana Vujnovic		[REDACTED]	[REDACTED]	
Francesca Cassola		[REDACTED]	[REDACTED]	
Patrick O'Connell		[REDACTED]	[REDACTED]	
Alex Hellen		[REDACTED]	[REDACTED]	X
Joe Carberry		[REDACTED]	[REDACTED]	X
Jeff Reiter		[REDACTED]	[REDACTED]	X

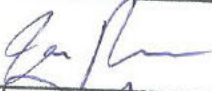









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Name	Signature	Email	City	Zip code	Parent (X)
Victor Sabatini					
Chrissy Prasabara					
Ciani Hamilton					
Lucy Thompson	Lucy Thompson				
Joe Baker					
Tyler Bennett					
Duane Robins					X
LAWWOOD DEAN					
Casey Ambrose					
Brian Hogg					


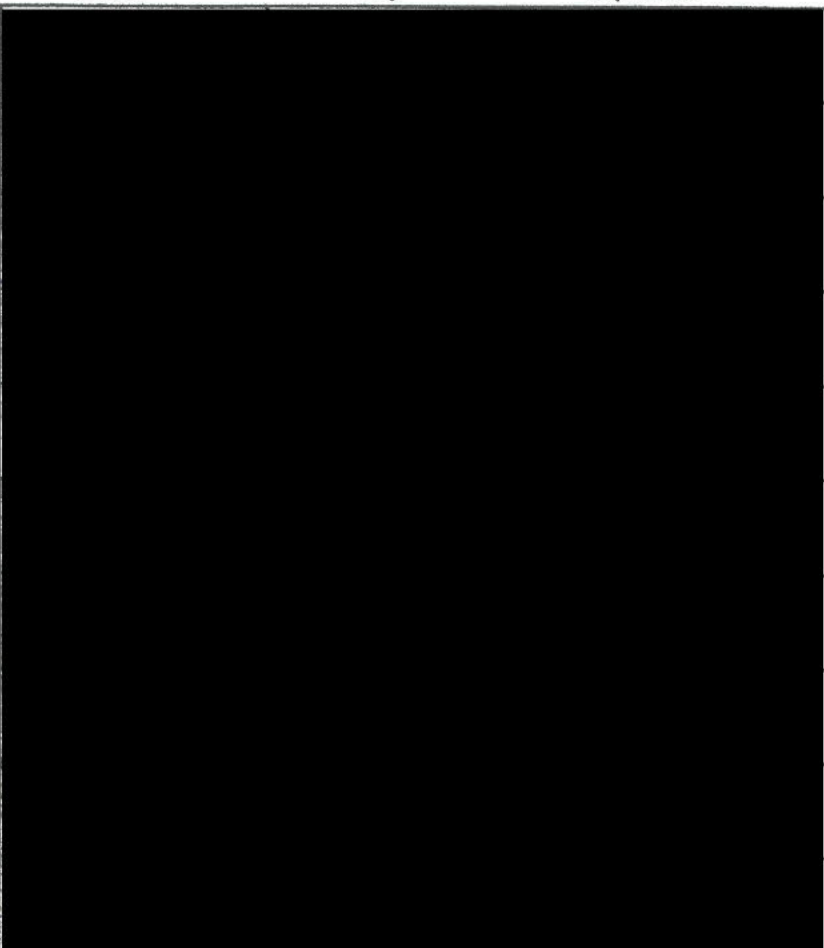



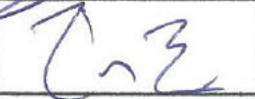

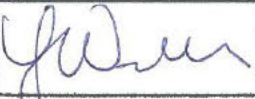

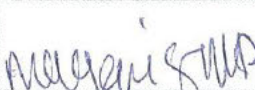
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Name	Signature	Email	City	Zip code	Parent (X)
Jennifer DeFrancisco	Jennifer DeFrancisco				X
Augustine Yice	AY				X
T. Service Sieber	T. Service Sieber				X
JOE DeLuca	Joe DeLuca				X
DAVID STAHL	David Stahl				X
Evan Stahl	Evan Stahl				No
Mike Becker	Mike Becker				X
IMRAGE McCann	Imrage McCann				X
Mary Abrams	Mary Abrams				No
Mike Boggs	Mike Boggs				X


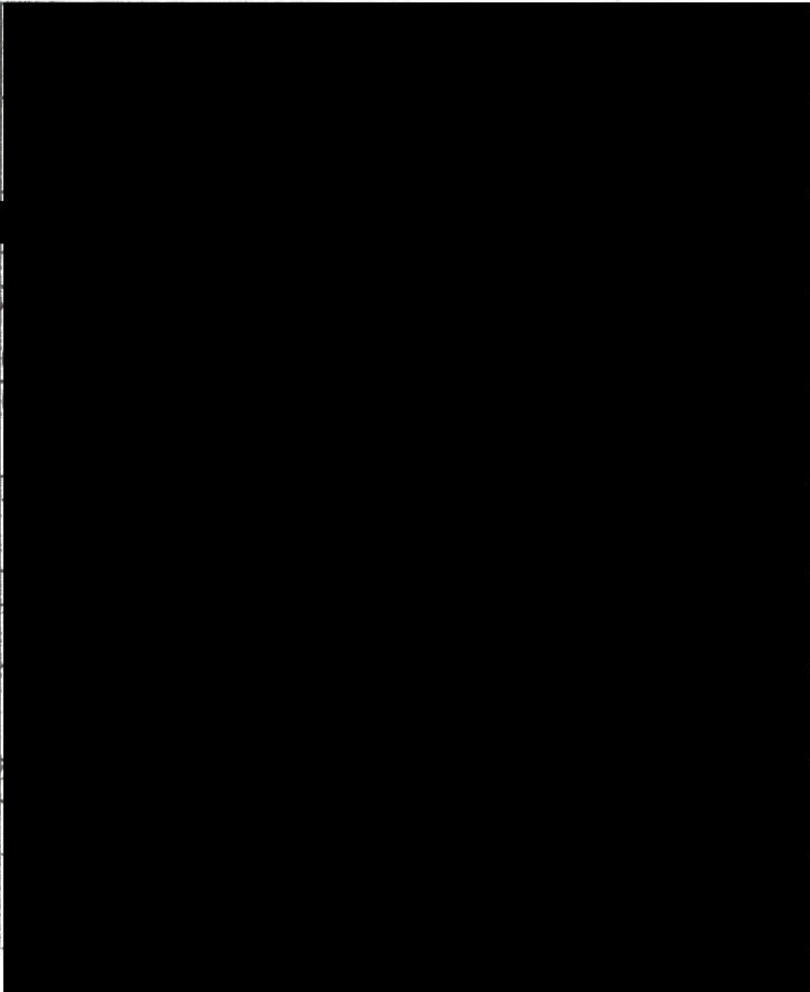
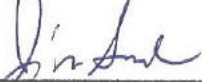

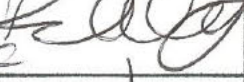
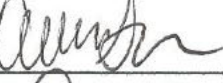



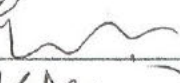
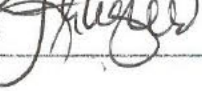
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Name	Signature	Email	City	Parent (X)
Jay Ringer		[REDACTED]	[REDACTED]	
Liam Doyle		[REDACTED]	[REDACTED]	J
Jacob Jung		[REDACTED]	[REDACTED]	X
Olivia Richards		[REDACTED]	[REDACTED]	X
Stefana Vujnovic		[REDACTED]	[REDACTED]	
Francesca Cassola		[REDACTED]	[REDACTED]	
Patrick Omlan		[REDACTED]	[REDACTED]	
Alex Helder		[REDACTED]	[REDACTED]	X
Joe Carberry		[REDACTED]	[REDACTED]	X
Jeff Reiter		[REDACTED]	[REDACTED]	X

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Name	Signature	Email	City	Zip code	Parent (X)
Margaret Lieberman					<input checked="" type="checkbox"/>
Randy Gorman					<input checked="" type="checkbox"/>
Beatrice Gillman					<input checked="" type="checkbox"/>
Mike Stolz					<input checked="" type="checkbox"/>
Craig Estleman					<input type="checkbox"/>
Arvin					<input checked="" type="checkbox"/>
Lindsay Wilson					<input checked="" type="checkbox"/>
Krista Quinn	Krista Quinn				<input checked="" type="checkbox"/>
Patricia MCSnea					<input type="checkbox"/>
Maggie Smith					<input type="checkbox"/>


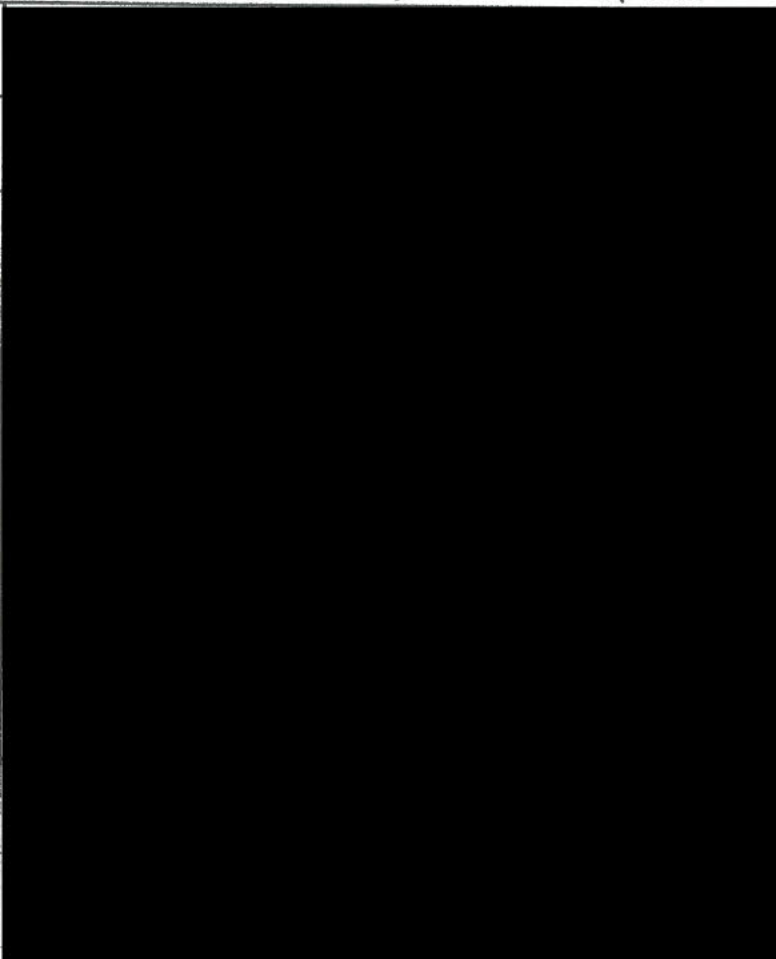
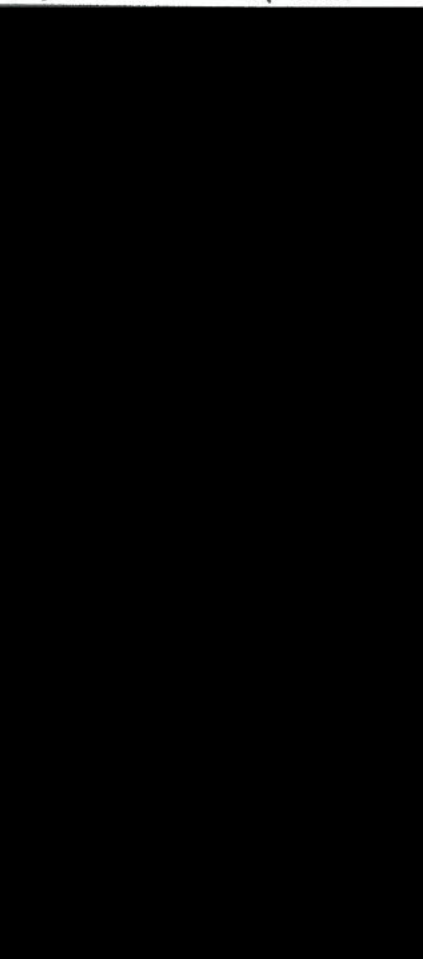
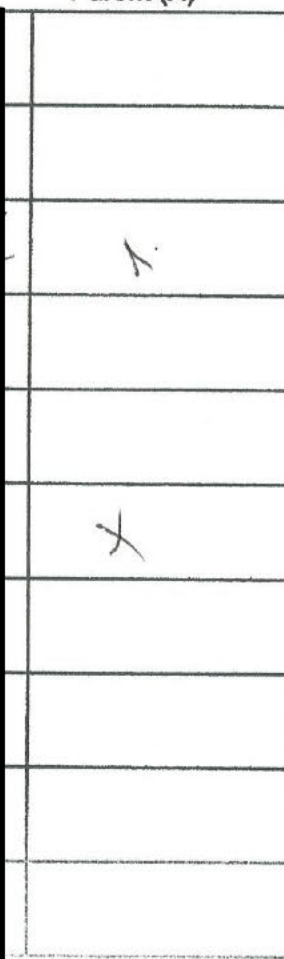
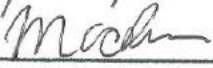


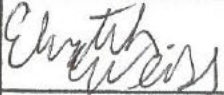
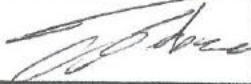

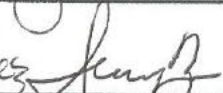

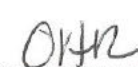
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Name	Signature	Email	City	Zip code	Parent (X)
BRIAN RANTZ					
Jim Smith					
Nicole Adisutti					
Raehael Rodziewicz					
Allison Schar					
Miranda Aplice					
Alison McGowan					
matt Streckel					
Elena Tom					
Kim Frazier					

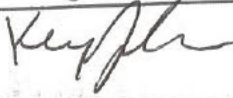
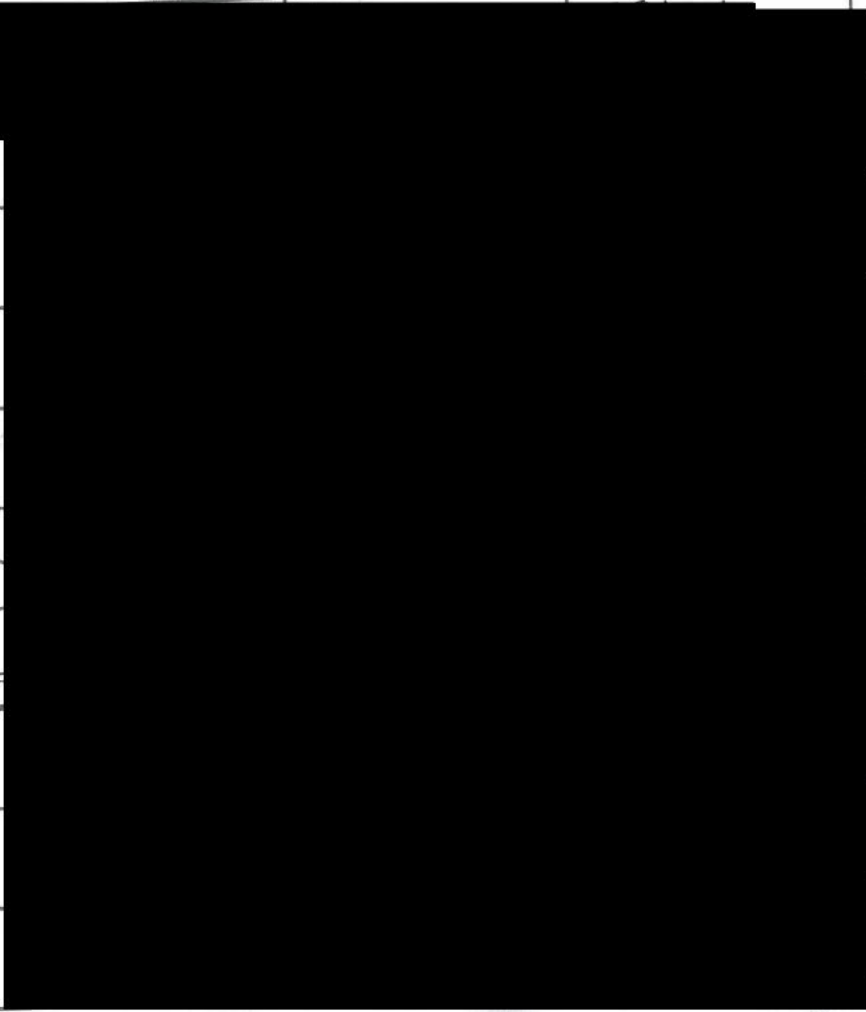
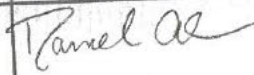
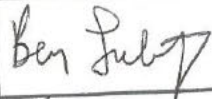

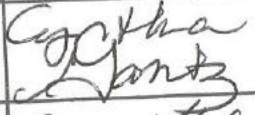
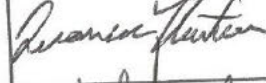
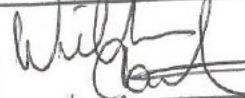
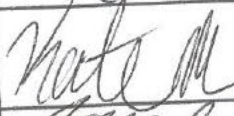

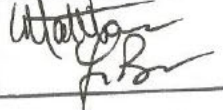
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Name	Signature	Email	City	Zip code	Parent (X)
Karima P	Karima P				No
A. Belove	A. Belove	-			Yes
M. Serate	Matthew Serate	-			Yes
Justin Reid	Justin Reid	-			NO
Jaime Reyes	Jaime Reyes	-			NO
Richard	Richard	-			NO
Therese Burris	Therese Burris	-			NO
Jenna Lloyd	Jenna Lloyd				Yes
Allie DeRose	Allie DeRose	-			NO
Jacob Schmaeder	Jacob Schmaeder	-			NO


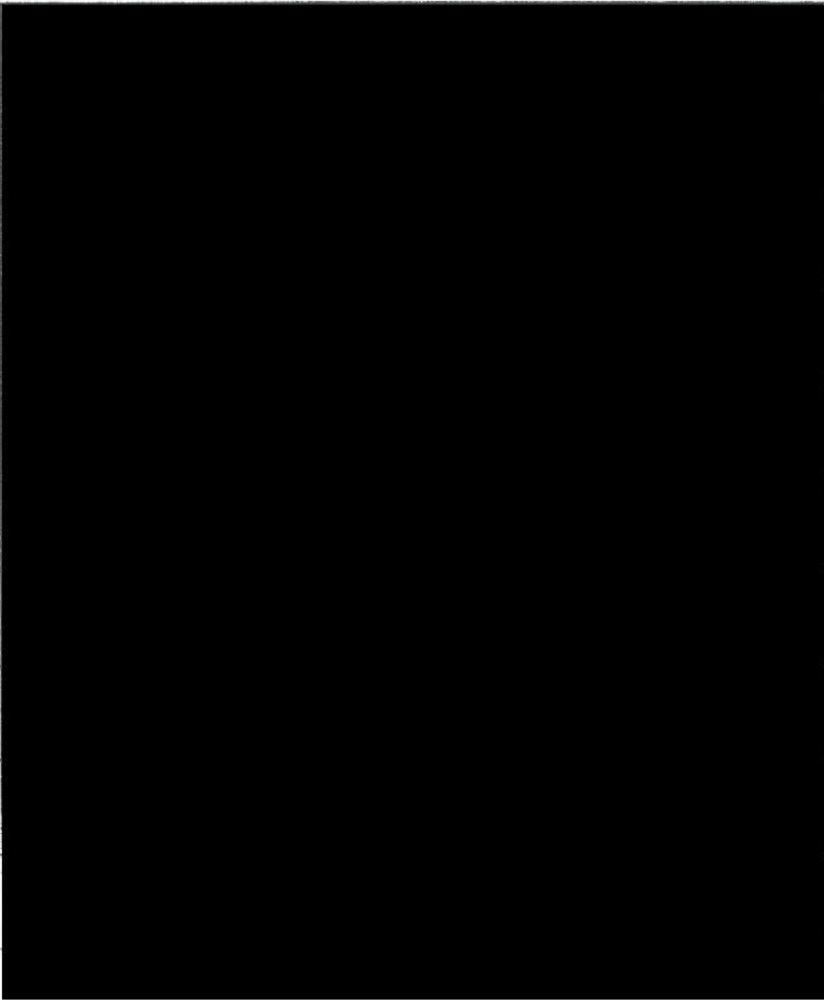
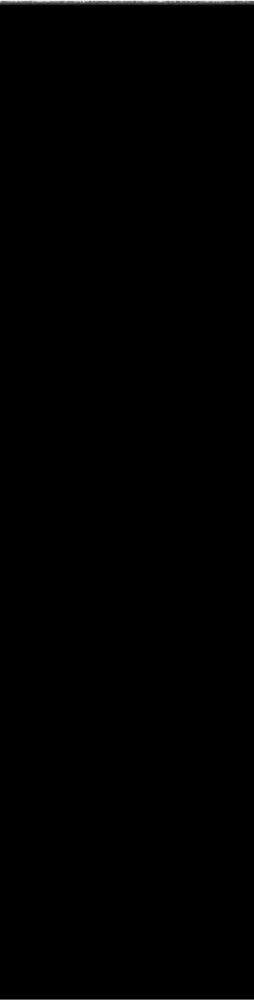

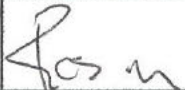
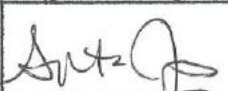

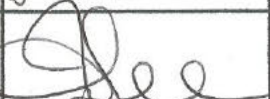
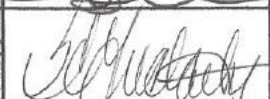
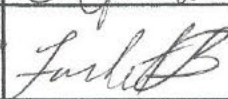

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Name	Signature	Email	City	Zip code	Parent (X)
Jen Aponte					
Mackenzie Lee					
Sarah Boyle					✓
Desiree Perone					
Elizabeth Weiss					
T.O. Obazee					X
Jay Hayes					
Sherdey Bures					
Kevin Roustey					
Brittany Orr					


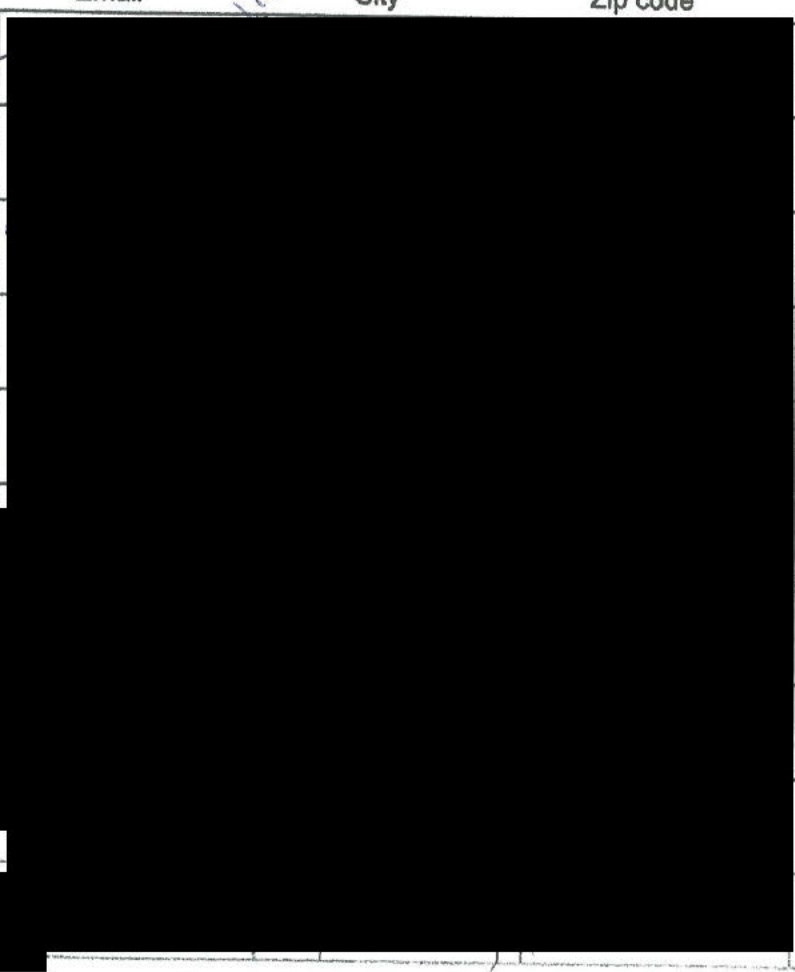





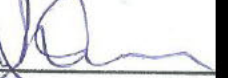

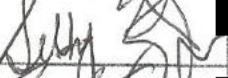
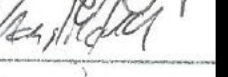
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Name	Signature	Email	City	Zip code	Parent (X)
Keyonis Johnson					
Daniel Allen					
Ben Labovitz					X
James Cot					
Cynthia Gantz					
Quamier Harder					
William Carter					
Katie Medici					
Allison Berlant					
MARK LABAR					X

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Name	Signature	Email	City	Zip code	Parent (X)
Victoria Roberts					
Rose Mal					Yes
Sireeta Jones					no
Stacy Tartelbaum					NO
Fasmine Lee					
SCOTT E. GUDARTK					NO
Farhat Anell					NO
Kelley Benson	Kelley Benson				no
Armani Jenkins	Armani Jenkins				Yes
Ciara Pivnickas					NO

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Name	Signature	Email <small>1.com</small>	City	Zip code	Parent (X)
Cass Gutz					
Andrew Pru					
Jack H					
Ross S.					
CONNOR H.					
Eleanor F.					
be An					
Alberta Beatty					X
Sithy Jones					X
Tom McTeer					

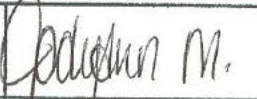
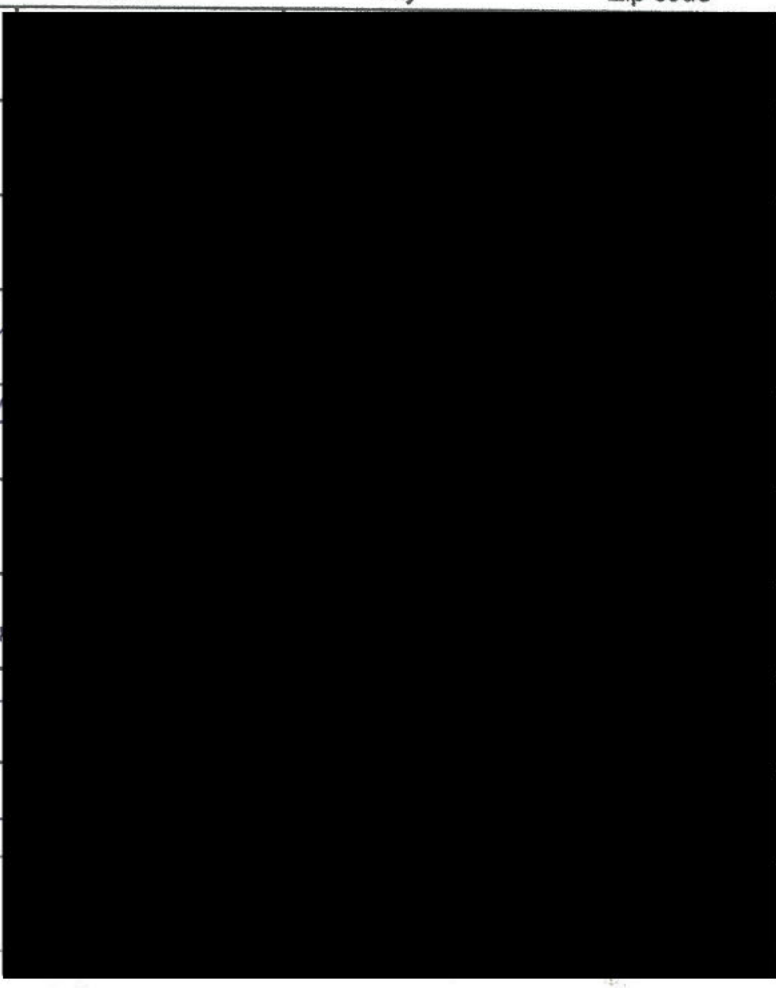

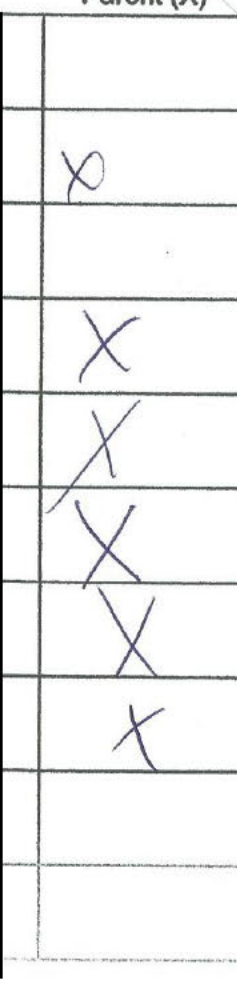
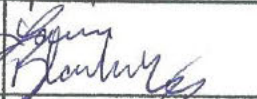
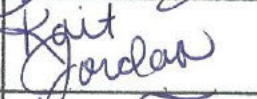

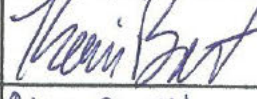
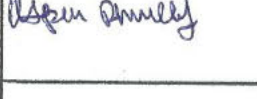
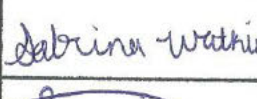



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Name	Signature	Email	City	Zip code	Parent (X)
Alicia Graham	<i>Alicia Graham</i>				
Jasmine Lewis	<i>Jasmine Lewis</i>				
Erica Whitaker	<i>E. J. W.</i>				X
Phaedra Saunders	<i>Phaedra Saunders</i>				
Terri Arrington	<i>Terri Arrington</i>				X
Charrel Morales	<i>Charrel Morales</i>				
Troy Logan	<i>Troy Logan</i>				NO
Cameron Lawrence	<i>Cameron Lawrence</i>				NO
Jim Hart	<i>Jim Hart</i>				
Sean Scollon	<i>Sean Scollon</i>	X			


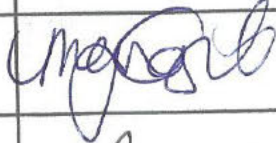

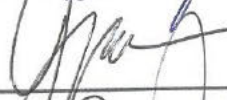

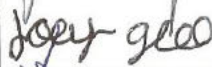
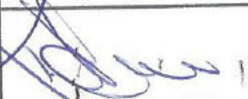
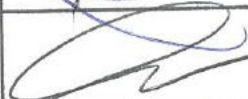
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Name	Signature	Email	City	Parent (X)
Carley Clark	Carley Clark			NO
Hayley Schindelbeck	Hayley Schindelbeck			Yes
Kim Walker	Kim Walker			yes
Alet Disturb	Alet Disturb			Yes
Angie Murray	Angie Murray			No
Rob MAUNDER	Rob MAUNDER			Yes
Kare Moore	Kare Moore			No
Trish Raines	Trish Raines			No
Joshua Davis	Joshua Davis			No.
Bryan Caldwell	Bryan Caldwell			no


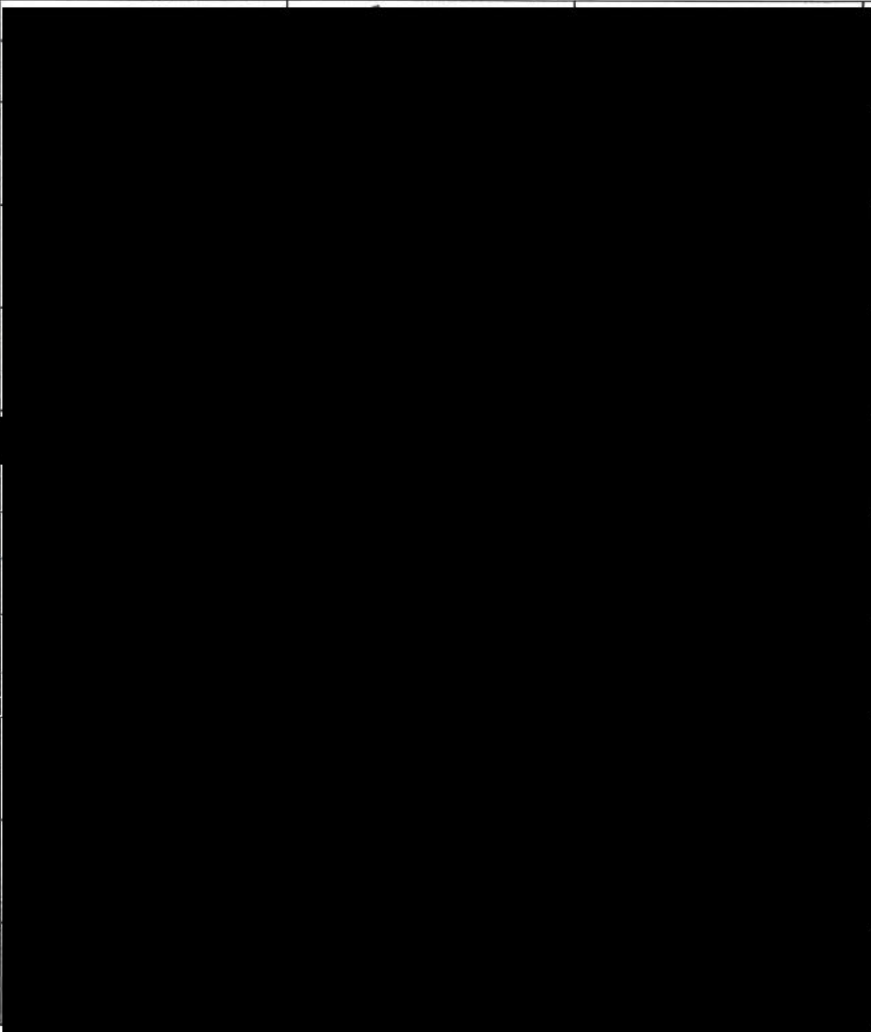
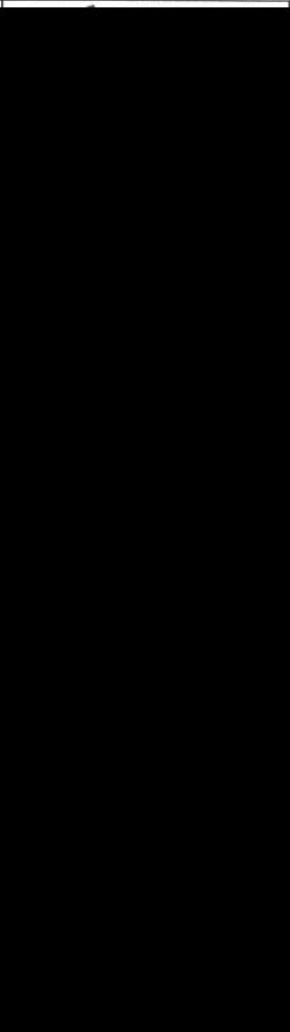


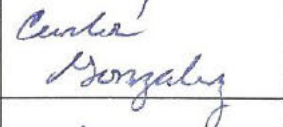
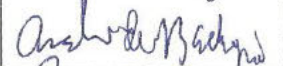
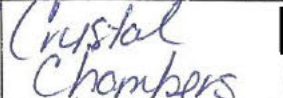



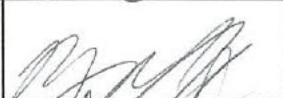

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Name	Signature	Email	City	Zip code	Parent (X)
JodyAnn McIntosh					
Lauden Blankenship					X
KAITLYN JORDAN					
Charina Holloman					X
Kevin Best					X
Aspen Rhoney					X
Sabrina Watkins					X
Leah Ross					X
Stephen Erkintalo					
Natalie Cerrada					

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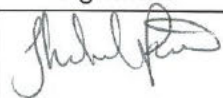
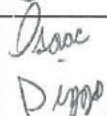

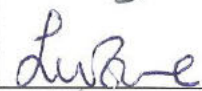
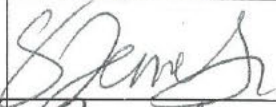
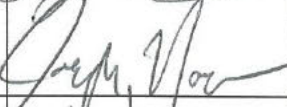

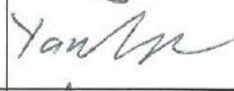


Name	Signature	Email	City	Zip code	Parent (X)
Oriana Davila					Yes
Megan Cargill					No
Rocael Kelly					No
J P Leibler					Yes
Ryan Dougher					No
Joseph Gill					No
Kelly Grable					Yes
Adriene Robertson					Yes
Amanda Hunt	A. Hunt				No
Kate Orthip	K Orthip				Yes

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Name	Signature	Email	City	Zip code	Parent (X)
Joe White					
Debra Bayers					X
Carlos Casarez					X
Andrew Andrew					
Crystal Chambers					
Chris Bludgas					
Jose Cruz					
Chris Venneri					
Ryan Christy					
Arden McNeil					

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

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Name	Signature	Email	City	Zip code	Parent (X)
Shedwal Pomeroy					X
Isaac Diggel					X
Andrew Bruggman					
LUIZA ZOUKE					
Sharita Jones					
Joseph Nocero					X
Dashawn Sealy					
Yan Mason -Rm					
Jimmy Julien					
Rosario Dackes					X




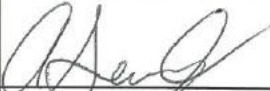







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Name	Signature	Email	City	Zip code	Parent (X)
BRITNY BIERMAN	Britny Bierman				
Jennifer Santiago	Jennifer Santiago				
Thylica Judge	Thylica Judge				
Buseam Bibbs	Buseam Bibbs				X
Genesys Hernandez	Genesys Hernandez				
Jack Fuller	Jack Fuller				
Darius Egins	Darius Egins				
JESSICA SULLIVAN	Jessica Sullivan				X
David Peberitz	David Peberitz				
Loudwin Bresil	Loudwin Bresil				

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

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Name	Signature	Email	City	Zip code	Parent (X)
David Masich					
Riley Shaw					
Angel Santiago					X
Amanda Rue					
Devon Grier					
Michael Grossman					
Jasmine Ramos					
Kelli Kirner					
NADIA ELKHO					X
Michael Morales					

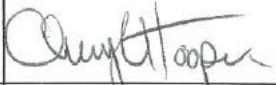

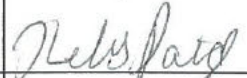

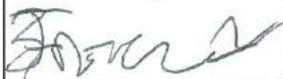

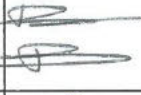


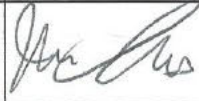
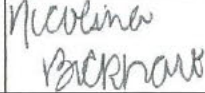
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Name	Signature	Email	City	Zip code	Parent (X)
Danyana	Danyana B				
Barbara Dyles	Barbara D.				X
Alejandra K.	Alyana				
Savannah S	Sarah S.				X
Shannon Marie C	Shannon Marie C.				
VICTORIA Nunculler	Victoria N				
Aaron Zhang	Aaron				
Kristal Cappuccio	Kristal Cappuccio				X
Samantha Sewell	Samantha Sewell				
Sharigh Wardlaw	Sharigh				

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

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Name	Signature	Email	City	Zip code	Parent (X)			
Cheryl Hooper					X			
Kelsi Paige								
Justin S. Moore								
John Jones								
Larry Wilkerson								
Brian Bardenister								
Emily Hill								
Rebecca Everitt								
Jamic Lathrop								
Nicolina Bickhart								

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

Name	Signature	Email	City	Zip code	Parent (X)	
Brittany Robinson	Brittany Robinson	[Redacted]				
Sarah Fritchman	Sarah Fritchman					
Haseeb Gora	Haseeb Gora					
Quintin Boone	Quintin Boone					
Tara Koguchi	Tara Koguchi					
Lee Campbell	Lee Campbell					
David Machado	David Machado					

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

7

Parents? X/W

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong character education and service learning.

	Name	Signature	Email	City	Zip code	
1	Alvin Farrel					No
2	Laura Egolf					2
3	Mark Yarmarkovich					2
4	Kristen Upton					2
5	Catherine Wingrove					No
6	Jarrett Lindsay					No
7	Nathan Karabinsky					No
8	LAURA SCOLARO					No
9	Khushbu Patel					No
10	Emily Blawel					Yes
11	Minu Samanta					Yes

Online link <https://forms.gle/9LrYqmNFAN>

11

← Signature sheet

PLEASE SHOW YOUR SUPPORT FOR VIRTUAL PREPARATORY ACADEMY OF PENNSYLVANIA. THE MISSION OF Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

<u>Name</u>	<u>Signature</u>	<u>Email</u>	<u>City</u>	<u>Zipcode</u>
Zipcode DAVID HAYNES	Parent (X) <i>[Signature]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
Susan Campion-Haynes	<i>[Signature]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
Ayana Donaldson		<i>[Signature]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
Cheri Metarland		<i>[Signature]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
Kaylyn Smith		<i>[Signature]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
Thomas FITZGERALD		<i>[Signature]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>



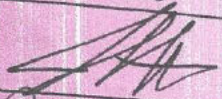
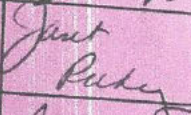
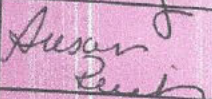
Edit with the Docs app

Make tweaks, leave comments, and share with others to edit at the same time.

6




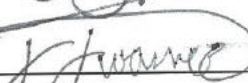
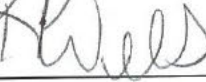

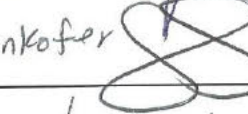
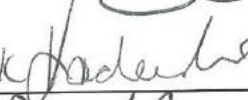

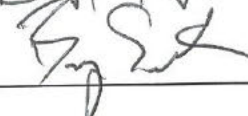
3

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

Name	Signature	First	Last	Parent (X)
Jason Sicher		[REDACTED]	[REDACTED]	X
Janet Pickering		[REDACTED]	[REDACTED]	X
Susan Reich		[REDACTED]	[REDACTED]	

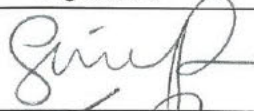
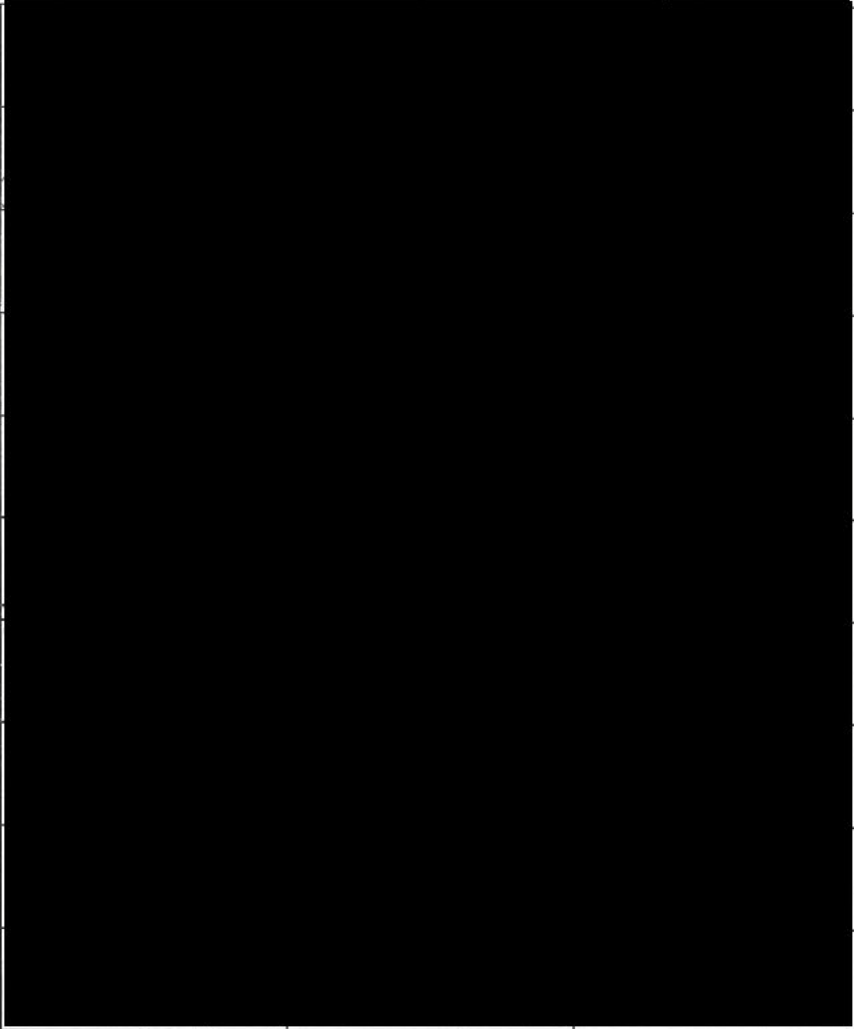
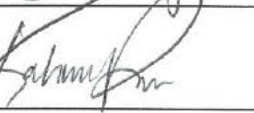
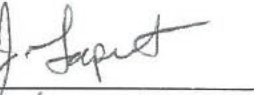
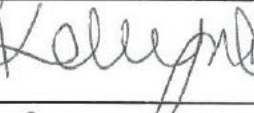
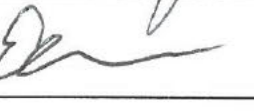
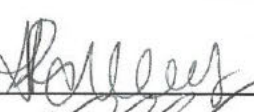
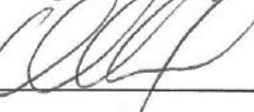
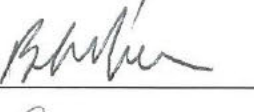
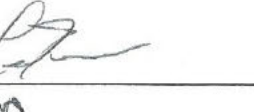
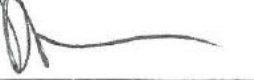
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Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

Name	Signature	Email	City	Zip code	Parent (X)
Burre Williams		[Redacted]	[Redacted]	[Redacted]	
Jeff Kennedy		[Redacted]	[Redacted]	[Redacted]	X
Ashley Torres		[Redacted]	[Redacted]	[Redacted]	X
Joe Juarez		[Redacted]	[Redacted]	[Redacted]	
Holly Wells		[Redacted]	[Redacted]	[Redacted]	✓
D'Annunzio Cross		[Redacted]	[Redacted]	[Redacted]	
Samantha Schleinkofer		[Redacted]	[Redacted]	[Redacted]	X
Khadeen Pinnock		[Redacted]	[Redacted]	[Redacted]	X
David Harris		[Redacted]	[Redacted]	[Redacted]	
Kerigan Smith		[Redacted]	[Redacted]	[Redacted]	

Online link <https://forms.gle/9LrYqmNFANV>

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of Virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

Name	Signature	Email	City	Zip code	Parent (X)
Sienna Pospiech					
Kahmar Robins					
Jen Wapart					P
Kelley					
Grek					
Ashley					X
Revin					
BRAD					X
Cielo					S
Angela					

Online link <https://forms.gle/9LrYqmNFANwMQsLw6>

<u>Name</u>	<u>Signature</u>	<u>Email</u>	<u>City</u>	<u>Zip Code</u>
Donna M. Boyd	<i>Donna M Boyd</i>	[REDACTED]	[REDACTED]	[REDACTED]
Nina Rambo	<i>Nina Rambo</i>	[REDACTED]	[REDACTED]	[REDACTED]
Jennifer Madin	<i>Jennifer Madin</i>	[REDACTED]	[REDACTED]	[REDACTED]
Sherril Anne Helman	<i>Sherril Anne Helman</i>	[REDACTED]	[REDACTED]	[REDACTED]
John Shipp	<i>John Shipp</i>	[REDACTED]	[REDACTED]	[REDACTED]
Erin Grant	<i>Erin Grant</i>	[REDACTED]	[REDACTED]	[REDACTED]
Brandon Moran	<i>Brandon Moran</i>	[REDACTED]	[REDACTED]	[REDACTED]
Roy Anderson	<i>Roy Anderson</i>	[REDACTED]	[REDACTED]	[REDACTED]
Ashley Estee	<i>Ashley Estee</i>	[REDACTED]	[REDACTED]	[REDACTED]
Lisa G. Melly	<i>Lisa G Melly</i>	[REDACTED]	[REDACTED]	[REDACTED]
Millie W Cottrell	<i>Millie Cottrell</i>	[REDACTED]	[REDACTED]	[REDACTED]
EDWARD FLAYEN	<i>Edward Flayen</i>	[REDACTED]	[REDACTED]	[REDACTED]
	<i>hansen</i>	[REDACTED]	[REDACTED]	[REDACTED]

← Signature sheet

Please show your support for Virtual Preparatory Academy of Pennsylvania. The mission of virtual Preparatory Academy of Pennsylvania is to provide K-12 students with an innovative college preparatory cyber school grounded in strong academics, character education and service learning.

Name	Signature	Email	City	Zip code
Parent (X)				
Lawrence Valente	<i>[Signature]</i>			
Leo Valente	<i>[Signature]</i>			
Joe Valente	<i>[Signature]</i>			
Vince Curcio	<i>[Signature]</i>			
Dennis Green	<i>[Signature]</i>			
Tenn Wenna	<i>[Signature]</i>			
John...	<i>[Signature]</i>			
Frank Long...	<i>[Signature]</i>			
Bob Bond	<i>[Signature]</i>			
Chris...	<i>[Signature]</i>			

Online link: <https://forms.glo/9LcYomNFA>

Barbara Nanno *[Signature]*

Adam Shaffer *[Signature]*

[Signature] Connor Horkel

[Signature]

Jacqueline V. Beeze *[Signature]*

Andrea Hammaker *[Signature]*

Appendix L- Sample Letter to Superintendents



September 20, 2020

Superintendent of Schools
School District Name
Street Address
City, PA, Zip Code

Re: Virtual Preparatory Academy of Pennsylvania Cyber Charter School

Dear Sir/Madam,

I am writing to inform you that the Board of Trustees of Virtual Preparatory Academy of Pennsylvania Cyber Charter School will be resubmitting a cyber charter school application to the Pennsylvania Department of Education. This statewide cyber school plans to open in the fall of 2021.

Virtual Preparatory Academy of Pennsylvania Cyber Charter School will offer flexible pacing for students, deliver personalized learning plans, rigorous curriculum, and state certified highly qualified teachers. In addition to the core curriculum, the school will provide opportunities for all students in the school to participate in service learning experiences, opportunities and activities.

If approved, and students from your district enroll in Virtual Preparatory Academy of Pennsylvania Cyber Charter School, we look forward to working with you to ensure they have a seamless transition, and that they receive all the necessary services to make their educational experience a successful one. Please feel free to contact me if you have any questions. We look forward to working with you to ensure students are given every opportunity to succeed.

Regards,

Richard Flynn, Board Chair
Virtual Preparatory Academy of Pennsylvania Cyber Charter School
[REDACTED]

APPENDIX F

Resumes of Board of Trustees

RICHARD FLYNN

SENIOR THOUGHT LEADER | P&L & STRATEGIC MANAGEMENT

<https://www.linkedin.com/in/reflynn/>

PROFESSIONAL PROFILE

Leadership

Leader who provides a communicative environment of the corporate vision/mission, including direct staff and project-based globally. I am continually recognized as an intellectually curious leader that thrives in an immersive and respectful environment and provides support and engagement for staff, customers, and community. This enables me to discover new markets and opportunities while ensuring improvement and preservation of existing end-user needs

- Have led teams from start-up through large international environments.

Industry experience

- Consumer Products
- Consumer Electronics
- Retail
- Education (Online/Virtual)
- Insurance
- Financial
- Manufacturing
- Media & Entertainment
- Private Equity
- Technology Industries

SELECTED CAREER HISTORY

Executive in Residence / Advisor

TRUE ADVISORY GROUP, YORK, PA. 2011- Present

CEO (E-Commerce / Retail Strategist)

POWERMAX, PORTLAND, OR.
PROSCOPE DIGITAL, PORTLAND, OR. 2016 - 2017

President

TOWER RECORDS, MONTREAL, CANADA 2009 - 2011

Principal

REF Group 2006 - 2009

Director, USA MailNow

VERTIS COMMUNICATIONS, YORK, PA 2005 - 2006

Founder and President

RED TRUMPET, YORK, PA. 1999 - 2005
RED TRUMPET JAPAN, YOKOHAMA, JAPAN

PROFESSIONAL EDUCATION & CERTIFICATIONS

Bachelor of Arts in Communications, Slippery Rock University, Slippery Rock, PA
Inbound Marketing Certification, HubSpot (2018)

Advanced Google Analytics, Google (2018)
The Wharton School (University of Pennsylvania) 2019 -

PROFESSIONAL GROUPS

Gerson Lehman Group

The Society of Industry Leaders

Crimson Consulting Group

Rick Saccone Ph.D.



Dr. Rick Saccone spent a career in the USAF as a Counterintelligence Officer and Special Agent, conducting felony criminal, fraud and counterintelligence investigations and operations worldwide.

Dr. Saccone spent most of his career assigned overseas, home based in South Korea but traveling throughout Asia. During a return assignment to Los Angeles Air Force Station, he worked with an anti-terrorist task force for the 1984 Olympics in LA. Following that he moved to Monterey and graduated from the Naval Postgraduate School with a M.A. in National Security Affairs and from the Defense Language Institute, studying Korean, before returning to Seoul. Dr. Saccone became the Chief of Counterintelligence for the USAF in Korea and worked on the counter terror task force for the 1988 Olympics in Seoul. He also Commanded a Special Investigative Detachment and, as the chief liaison officer in the national capital, worked closely with ten different foreign government agencies and as many U.S. agencies. He received several awards from the Korean and American governments and two Meritorious Service medals from the USAF. Along the way, he wrote scores of culture and travel articles for a local paper in Seoul and began writing books about the history, travel, and culture of South Korea to share his experiences with others. He appeared on the Korean episode on the Popular PBS show Full Circle with celebrity Michael Palin. He also taught English at several Korean institutes in his spare time.

After retiring from the USAF, Saccone stayed in South Korea to work as a TV news anchor on an English language station, and took several jobs working for Korean and American companies in Seoul and Central America before returning to the U.S. to begin work on his Ph.D. During this period, he was asked to represent an international organization in North Korea building nuclear power plants as part of the Agreed Framework negotiated under the Clinton Administration. As the only American living in North Korea at the time, he gained valuable diplomatic experience working and successfully negotiating with North Koreans, resulting in two books about that enigmatic country, including “Negotiating with North Korea,” and “Living with the Enemy: Inside North Korea.”

Dr. Saccone returned to complete his Ph.D. at the University of Pittsburgh and continue teaching at [St. Vincent College](#) where he had instructed part-time in the past. During that time, the war in Iraq began and Saccone decided to take his turn offering his years of interrogation and counterintelligence experience. Assigned to the U.S. Army as a civilian, he served in Baghdad and in the hotspot of Mosul, as Senior Counterintelligence Agent identifying, capturing and interrogating insurgents.

Since returning from Iraq, Saccone has enjoyed an academic fellowship to Israel as a Fellow for the Foundation for the Defense of Democracy, a Fulbright-Hays summer scholarship to Egypt

studying Islam, history and politics, and, an education and research scholarship to Africa. He has traveled to 75 countries and authored ten books on North and South Korea, with his eighth book on Iraq, and his tenth book entitled "Our Godly Heritage" documents the Godly heritage of our founding and our founding fathers. He was elected to the Pa State House of Representatives in 2010 and is served four terms.

He has written numerous articles concerning international politics and culture. He is a member of the VFW, AMVETS, American Legion, and a life member of the NRA.

Dr Saccone served on the Elizabeth-Forward School District School Board as Vice President. He was named to the Elizabeth-Forward High School Hall of Fame. Dr Saccone has been involved in education most of his adult life.

Dr. Saccone has been married to Yong Saccone for 40 years and has two children, Nick & Matthew, both graduates of the Virginia Military Institute as Civil Engineers. Nick is currently a Major in the USAF, and Matt is a Captain.

GREG BIANCO

EDUCATION

Towson University
B.S., Economics 2007
Cum Laude

The American College
Chartered Financial Consultant 2012

RELATED EXPERIENCE

True Advisory Group
Chief Visionary Officer 2019 – Present
Transform the lives of people and their businesses through holistic, compassionate consulting in a suite of financial, business, and technical services to better serve and grow the communities in which we live.

Red Rock Financial Enterprises
True Tax LLC
Owner 2011 – 2019
Franchisee with national tax preparation chain. Led team of nearly 100 employees in 8 offices in central Pennsylvania, servicing over 5,000 clients annually. Went from start-up to \$2 million in annual revenue. Was consistently ranked among top 2% of network of 2,000 franchisees.

Coastal Equities, Inc.
Supervision Principal/Financial Advisor 2015-2019
Delivered holistic financial analysis to clients to help eliminate fear, anxiety, and stress in navigating their financial world. As supervisor, ensured compliance from registered representatives by monitoring their adherence to regulatory and firm policy.

WTOP Radio
Broadcaster 2011-2014
Entertained listeners through creative writing styles and on-air delivery of regional sports and economic news.

WBAL Radio
Broadcaster, Producer 2003-2010
Entertained listeners through creative writing styles, audio production, and on-air delivery for several political and talk shows.

PUBLICATIONS AND PAPERS

The Entrepreneur's Greatfullness Project: A 5-Step Christ-Centered System To Lead Your Team to Victory
Author- 2020

MEMBERSHIPS

Christian Leadership Alliance
Woodard Institute

Jennifer Bradmon



EXPERIENCE

Ophthalmology and Retina Associates, Waynesburg, PA — Office Manager/COA, OSA, OSC

MARCH 2016 - PRESENT

Manage office and all staff. Coordinating schedules of patients and employees. Placing orders for supplies. Credentialing with insurance and hospitals, verifying patient benefits, coordinating surgeries, discussing surgeries with patients. Preparing surgical packets for hospitals prior to surgery. Credentialed and established an optical department within the office. Establishing accounts with optical labs and frame vendors. Verifying timesheets and payroll. Training all staff members. Assisting doctor with in-office procedures including surgical and intravitreal injections. Assisting the doctor with surgery in a hospital setting, Proficient with OCT, visual fields, IOL master and refraction.

Pennsylvania Families For Public Cyber Schools, Statewide— *Founder and Executive Director*

JANUARY 2006 - December 2017

Founded a statewide organization to give a voice to parents regarding virtual charter schools. Organized events across the state, including an annual rally at the state Capitol with over 2,500 parents and students in attendance. Worked with brick and mortar charter schools to help defeat legislation that would reduce the funding for charter schools. Met with senators and representatives to educate and discuss the benefits of cyber school education.

EDUCATION

Waynesburg University, Waynesburg, PA—Bachelor's of Arts

Degree in English/Communications - Journalism

Minor in Political Science

Emphasis in Marketing

VOLUNTEER WORK

Colby Stars Foundation

Camp Christian

Bowlby Library

Patrick Scott

<https://www.linkedin.com/in/patrickfs>

Education

Harvard University

B.A. Economics *cum laude*, May 2016. GPA: 3.70. GMAT: 780; Verbal 48; Quant 50; IR 8; AWA 6.

Cambridge, MA

Experience

Alex's Lemonade Stand Foundation:

Data & Information Manager (Jul '18-Pres.)

Senior Project Coordinator (Jan '18-Jul '18)

Bala Cynwyd, PA

January 2018-Present

- Manage a team of five, responsible for data entry, data management, direct mail analysis, program application processing and IT
- Reduced average turnaround time on data entry of mail from over two weeks to under one week
- Designed and implemented an electronic system for tracking requested database edits and inquiries
- Recruited over 1,000 people to host peer-to-peer fundraisers using Facebook advertising
- Established and manage an advisory council composed of executives and highly regarded business professionals
- Oversaw customization and implementation of NetSuite, a constituent relationship management and accounting software, across an organization with over 50 full-time employees and \$25M in annual revenue

Kraft Heinz Company:

Finance Manager, Walmart Sales (Apr '17-Jan '18)

Senior Analyst (Dec '16-Apr '17), Analyst (Jun '16-Dec '16)

Chicago, IL & Bentonville, AR

June 2016-January 2018

- Designed and implemented a standardized forecasting and forecast reporting system across multiple sales teams, totaling \$5.9Bn in annual gross revenue
- Streamlined P&L reporting for sales to Walmart, a P&L worth \$4.3Bn in annual net revenue and \$1.9Bn in contribution margin
- Created a succinct scorecard combining key financial, sales, and supply chain metrics, based on Walmart's strategic pillars—used for presentation to both Kraft Heinz and Walmart executives
- Coordinated creation of a budget for expected sales and promotional spend for over 700 product groups; prepared high level budget summaries for presentation to executives, with rigorous backup for all line items
- Performed diverse analyses on pricing, promotion, and product mix
- Conducted ROI analysis of all Kraft Heinz promotions at Walmart

Harvard Student Agencies, Inc.:

President

Cambridge, MA

February 2015-January 2016

- Oversaw a student-run corporation with annual revenues in excess of \$5 Million and over 580 employees
- Led the company to growth in revenue of approximately 10%
- Strategized and executed company-wide initiatives, including an expansion of our businesses' online presence and a push to improve employee satisfaction
- Pursued corporate growth opportunities and new business ventures, including the start of a summer entrepreneurship camp for high schoolers, which netted \$20K in its first year, and the acquisition of a startup in the copywriting industry
- Hired, trained, and managed a team of over 30 student managers
- Managed businesses in a diverse set of industries, including retail, service, publishing, and ad sales
- Reported on the company's finances and operations to a board of directors of alumni, faculty, and students

HSA Cleaners, Manager

October 2013-January 2015

- Managed operations of a laundry and dry cleaning service, grossing over \$600K per year and employing over 35 students
- Planned and executed laundry plan and rental sales on move-in day, which increased 40% year-over-year to \$52K
- Implemented an electronic laundry tracking system, improving customer experience and increasing employee efficiency
- Improved customer service through better employee training and higher accountability

Skills and Interests


Technical: Microsoft Excel (highly skilled), NetSuite, A/B testing, Google Ads, Facebook Ads, Stata

Interests: bodyweight fitness, real estate, DIY home improvement, reading, coffee tasting

Appendix G

Non-Profit Corporation Status

**PENNSYLVANIA DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS**

<input type="checkbox"/> Return document by mail to: Patricia A Hennessy <hr/> Name 1500 Market Street, Suite 3900, <hr/> Address West Chester PA 19380 <hr/> City State Zip Code <input type="checkbox"/> Return document by email to: _____	Articles of Incorporation-NonProfit (15 Pa.C.S.) (rev . 2/2017)  5306
---	---

Read all instructions prior to completing. This form may be submitted online at <https://www.corporations.pa.gov/>.

Fee: \$125.00 I qualify for a veteran/reservist-owned small business fee exemption (see instructions)

Check one: Domestic Nonprofit Corporation (§ 5306) Nonprofit Cooperative Corporation (§ 7102B)

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:

 Virtual Preparatory Academy of Pennsylvania Cyber Charter School

2. Complete part (a) or (b) – not both:

(a) The address of this corporation’s current registered office in this Commonwealth is: *(post office box alone is not acceptable)*

1500 Market Street, 39th Floor	Philadelphia	PA	19102	Philadelphia
Number and Street	City	State	Zip	County

(b) The name of this corporation’s commercial registered office provider and the county of venue is:

c/o:

Name of Commercial Registered Office Provider	County
---	--------

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
To engage in any activity related to the development and operation of a cyber charter school.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. Check and complete one:

The corporation is organized on a non-stock basis.

The corporation is organized on a stock share basis and the aggregate number of shares authorized is:

6. For unincorporated association incorporating as a nonprofit corporation only. Check if applicable:

 X The incorporators constitute a majority of the members of the committee authorized to incorporate such association by the requisite vote required by the organic law of the association for the amendment of such organic law.

7. For Nonprofit Corporation Only:

Check one: The corporation shall have no members.
 The corporation shall have members.

8. For Nonprofit Cooperative Corporation Only:

Check one of the following:

The corporation is a cooperative corporation and the common bond of membership among its members is:

The corporation is a cooperative corporation and the common bond of membership among its shareholders is :

9. The name(s) and address(es) of each incorporator(s) is (are) (all incorporators must sign below):

Name

Address

Patricia Hennessy

1500 Market Street , 39th Floor , Philadelphia ,
Philadelphia , PA , United States , 19102

10. The specified effective date, if any, is:

10/01/2019 3:30 PM
month day year hour, if any

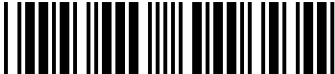
11. Additional provisions of the articles, if any, attach an 8½ x 11 sheet.

**IN TESTIMONY WHEREOF, the incorporator(s)
has/have signed these Articles of Incorporation this**
30 day of September , 2019 .

Patricia Hennessy

Signature

**PENNSYLVANIA DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS**

Docketing Statement - New Entity DSCB: 15-134A (rev. 7/2015)	 134A
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1. Entity Name:

Virtual Preparatory Academy of Pennsylvania Cyber Charter School

In the case of a foreign association which must use an alternate name to register to do business in Pennsylvania, the alternate name should be given.

2. Tax Responsible Party

Name of individual responsible for initial tax reports : **Richard Flynn**

[REDACTED]

Number and Street	City	State	Zip	County
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3. Description of Business Activity:

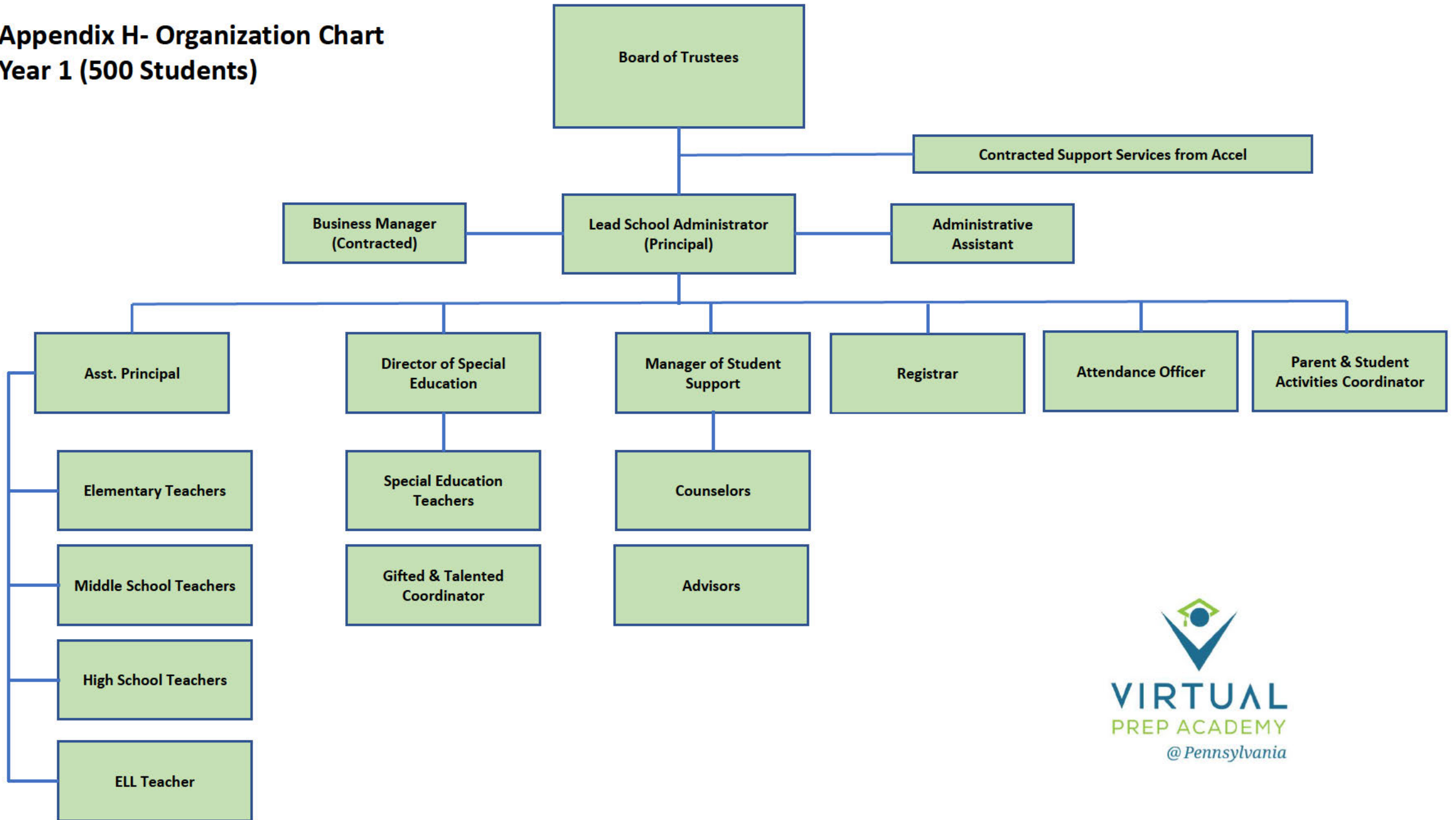
To engage in any activity related to the development and operation of a cyber charter school.

4. FEIN [Employer Identification Number/Federal Tax Identification Number]:

FEIN enables agencies to confirm that Commonwealth accounts are properly matched and that this request is processed without added delay. If the business entity does not currently have an FEIN, it can get a FEIN immediately by applying online at [irs.gov](http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Employer-ID-Numbers-EINs) at the following page <http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Employer-ID-Numbers-EINs>.

Appendix H- Organization Chart

Year 1 (500 Students)





Board Meeting (June 15, 2020)

Call to Order

Attendance:

Board of Directors

Attendance:

Richard Flynn
Greg Bianco
Patrick Scott
Rick Saccone

Absent:

Jenny Bradmon

Others Attendees:

Pat Hennessy (Board Counsel)
Susan Stagner
Michael Smith
Thorne Perun
Chad Predix

VPA of PA Budget review and finance roles - presented and **approved** by a quorum of the Board (Richard, Greg, Patrick, Rick)

Assignments

Change - Pat/Richard - **Accel Service Agreement**.

Note that we have approved the agreement in the past but there will be minor changes
Due to the time constraints of getting this to Accel, I have changed this task - A draft with changes (Pat/Richard) will be sent to Patrick, Rick, Jenny, and Greg for review. Once sent please review. If anyone has questions/concerns we will set a meeting with an expedited deadline of approving and executing prior to our June 26th Board Meeting.

501.C3 EIN - Pat will provide documentation that we applied for our application.

Facility - Pat will provide documentation for our application

Susan is coordinating updated submission including a revised ELL handbook, Letters of Support among others.

Close - next Board meeting June 26, 2020 10am

APPENDIX J

Board of Trustees By-laws

BYLAWS
OF
VIRTUAL PREPARATORY ACADEMY OF PENNSYLVANIA CYBER CHARTER SCHOOL

Article 1

CORPORATION OFFICE

Section 1.1 The Corporation shall have and continuously maintain in the Commonwealth of Pennsylvania a registered office at an address to be designated from time to time by the Board of Trustees which may, but need not, be the same as its place of business.

Section 1.2 The Corporation may also have offices at such other places as the Board of Trustees may from time to time designate or the business of the Corporation may require, but at all times after it has received a cyber charter school charter shall maintain at least one administrative office in the Commonwealth of Pennsylvania.

Article 2

MEMBERS

Section 2.1 The Corporation shall have no members.

Article 3

MISSION AND PURPOSE

Section 3.1 The Corporation's mission is to provide K-12 students with an innovative college preparatory education by utilizing outstanding teachers, world-class technology, and a rigorous online and offline curriculum where students can learn outside the traditional classroom. The school operated by the Corporation will maintain a commitment of high expectations and accountability for all involved- administrators, teachers, students, and parents with the result being positive student outcomes.

Section 3.2 Virtual Preparatory Academy of Pennsylvania Cyber Charter School

is a nonprofit corporation established under the laws of the Commonwealth of Pennsylvania and is subject to the provisions of applicable state and federal statutes, applicable state and federal regulations including, but not limited to, the Charter School Law, as amended, and the applicable provisions of the Public School Code, and the Pennsylvania Department of Education Regulations. In any circumstance in which the provisions of these Bylaws shall conflict with any provision of the Public School Code, the applicable provision of the Public School Code shall control.

Article 4

TRUSTEES

Section 4.1 The Board of Trustees shall consist of Trustees entitled to vote and elected by the Board of Trustees. The Board shall consist of not fewer than five (5) nor more than nine (9) members as determined by the Board from time to time.

Section 4.2 Each Trustee shall be a natural person of the age 18 years or older, and shall qualify to serve as a Trustee of the Corporation under applicable law.

Section 4.3 Trustees shall be elected at any duly organized meeting of the Board of Trustees by a majority of the Trustees then in office. Trustees shall take office immediately following the annual or other meeting of this Corporation at which they are elected. At least three Trustees shall be chosen from and shall represent one of the following constituencies:

(a) At least one (1) Trustee shall be the parent of one or more student(s) who is or has enrolled a student in a Pennsylvania cyber charter school, preferably a parent who has a student enrolled in the Corporation's educational program.

(b) At least one (1) Trustee shall be a representative of a non-profit organization located in the Commonwealth of Pennsylvania, as determined in the discretion of the Board of Trustees.

(c) At least one (1) Trustee shall be currently employed as either teachers,

college instructors or individuals who have served in those capacities **or** who otherwise have expertise in education, as determined in the discretion of the Board of Trustees.

Section 4.4 Trustees shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of Trustees. The Trustees of the first class shall hold office for an initial term of one (1) year, and the Trustees of the second class for an initial term of two (2) years, and the Trustees of the third class for an initial term of three (3) years. At the close of each annual meeting of this Corporation, the successors to the class of Trustees whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of Trustees, the remaining Trustees shall assign the newly created Trusteeship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of Trustees. There is no limit to the number of terms a Trustee can serve on the Board.

4.5. Bonding of Officers and Employees. The Treasurer and the Secretary of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.

Article 5

FAILURE TO ORGANIZE AND REMOVAL OF TRUSTEES

Section 5.1 Any individual Trustee may be removed from office with or without assigning any cause by a three-fifths vote of the members of the Board of Trustees. If any Trustees are so removed, new Trustees may be elected at the same meeting.

Section 5.2 The Board of Trustees may declare vacant the office of a Trustee who has been judicially declared of unsound mind, or if within sixty (60) days after notice of his election, the Trustee does not accept such office either in writing or by attending a meeting of the

Board of Trustees, and fulfill such other requirements of qualification as these Bylaws may specify.

Section 5.3 A member of the Board of Trustees who is convicted of a felony or any crime involving moral turpitude shall be immediately disqualified from serving on the Board of Trustees.

Section 5.4 If a member of the Board of Trustees fails to perform his or her duties under these Bylaws or under the Pennsylvania Charter School Law, including by reason of failing to regularly attend Board meetings or otherwise, the President shall at the next regularly scheduled meeting of the Board bring before it a proposed resolution for the removal of such member.

Article 6

VACANCIES ON BOARD OF TRUSTEES

Section 6.1 Vacancies on the Board of Trustees, including vacancies resulting from an increase in the number of Trustees, shall be filled by a majority vote of the remaining members of the Board of Trustees, or by a sole remaining Trustee, and each person so elected shall be a Trustee to serve for the balance of the unexpired term.

Section 6.2 When one or more Trustees resign from the Board of Trustees effective at a future date, the Trustees then in office, including those who have so resigned, shall have the power by a majority vote to fill the vacancies, the vote thereon to take effect when the resignations become effective. A Trustee may rescind his or her resignation, in writing, at any time prior to a vote of the Board to declare that a vacancy exists by reason of that Trustee's resignation.

Article 7

POWERS OF BOARD

7.1 The business and affairs of the Corporation shall be managed by the Board of Trustees. The Board has ultimate responsibility to determine general, academic, financial,

personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. The Board of Trustees may exercise all such powers of the Corporation and do all such lawful acts and things as are permitted, directed or required to be exercised and done by statute, including the Pennsylvania Charter School Law, the Articles of Incorporation or these Bylaws. The Board of Trustees has the full power and authority to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum, operating procedures and determining general, academic, financial, personnel and other policies, subject to the school's cyber charter school charter and applicable law. More specifically, the Board's authority shall be, without limitation:

(a) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;

(b) to adopt the curriculum or courses of study and textbooks;

(c) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A(10) of the governing construction projects as set forth in Section 1715-A(10) of the Public School Code of 1949, as amended 24 P.S. 17-1715-A;

(d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, Charter, and Board Policy;

to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;

(f) to make contracts and leases for the procurement of services, equipment, and supplies;

(g) to incur temporary debts in anticipation of the receipt of funds;

(h) to solicit and accept any gifts or grants for Charter School purposes;

(i) to establish the annual academic calendar;

(j) to adopt and approve the annual budget and to make revisions therein;

- (k) to establish enrollment policies and procedures;
- (l) to adopt and approve policies and procedures to assess student achievement;
- (m) to approve or ratify all contracts as determined by the policy on contracting;
- (n) to be final arbiter of all disciplinary matters;
- (o) to authorize any annual audit by an independent certified public accountant;
- (p) to fix the salary or other compensation of the Administrators, Principals, teachers, and other employees of the Charter School;
- (q) to approve all personnel actions;
- (r) to designate depositories of Charter School funds;
- (s) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and
- (t) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

Section 7.2 The Board of Trustees may, by resolution adopted by a majority of the Trustees in office, establish one or more committees consisting of one or more Trustees as may be deemed appropriate or desirable by the Board of Trustees to serve at the pleasure of the Board. Any committee, to the extent provided in the resolution of the Board of Trustees pursuant to which it was created, shall, subject to any restrictions in applicable law, have and may exercise all of the powers and authority of the Board of Trustees, except that no committee shall have any power or authority as to the following:

- a) The filling of vacancies in the Board of Trustees;
- b) The adoption, amendment or repeal of these Bylaws;
- c) The amendment or repeal of any resolution of the Board of Trustees that by its terms is amendable or repealable only by the Board; and
- d) Action on matters committed by these Bylaws or a resolution of the Board of Trustees exclusively to another committee of the Board of Trustees.

The Board of Trustees may designate one or more Trustees as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member of a committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not he or they constitute a quorum, may unanimously appoint another Trustee to act at the meeting in the place of any such absent or disqualified member.

Section 7.3. Permanent Committees. The Board will form certain committees to oversee the on-going business of the Charter School. These committees may include:

- (a) Nominating Committee. If a Nominating Committee is appointed by the Board of Trustees, the Board of Trustees shall set forth both the time frame for nominations and the manner by which the Nominating Committee shall make nominations.
- (b) Finance and Audit Committee. The Finance and Audit Committee shall prepare and present a proposed financial budget to the Board of Trustees, and prepare and implement a system of internal fiscal controls.
- (c) Personnel Committee. The Personnel Committee shall establish criteria for the performance and evaluation of the faculty and other employees of the school. This committee shall make recommendations to the Board of Trustees regarding salaries, bonuses, and benefits.

Article 8

MEETINGS OF THE BOARD OF TRUSTEES

Section 8.1 The annual meeting of the Board of Trustees shall be held during the month of June. Other meetings of the Board of Trustees shall be held at such times and places within or without the Commonwealth of Pennsylvania as the Board of Trustees may from time to time appoint or as may be designated in the notice of the meeting. One or more Trustees may participate in any meeting of the Board of Trustees, or of any committee thereof, by means

of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear one another. Participation in a meeting by such means shall constitute presence in person at the meeting. After such time as the Corporation receives a charter to operate a cyber charter school, and for so long as required by law, the Board of Trustees shall comply with act of July 8, 1986 (P.L. 388, No. 84), known as the “Sunshine Act.”

Section 8.2 Special meetings of the Board of Trustees may be called by the President of the Corporation on one (1) day's notice to each Trustee, or upon any subsequent minimum notice requirement enacted into the Sunshine Act subsequent to the adoption of these Bylaws, either by telephone, or if in writing, in accordance with the provisions of Article 21 of these Bylaws. Special meetings shall be called by the President or Secretary in like manner and on like notice upon the written request of a majority of the Trustees in office.

Section 8.3 At all meetings of the Board of Trustees a majority of the Trustees in office, present in person, shall constitute a quorum for the transaction of business, and the acts of a majority of the Trustees present in person at a meeting at which a quorum is present shall be the acts of the Board of Trustees No more than one proxy may be utilized to count toward a quorum at any meeting of the Board.

Section 8.4 A Trustee who is present at a meeting of the Board, or of a committee of the Board, at which action on any corporate matter is taken, shall be presumed to have assented to the action taken unless his or her dissent is entered in the minutes of the meeting or unless the trustee files a written dissent to the action with the Secretary of the meeting before the adjournment thereof or transmits the dissent in writing to the Secretary of the Corporation immediately after the adjournment of the meeting. The right to dissent shall not apply to a Trustee who voted in favor of the action. Nothing in this section shall bar a Trustee from asserting that the minutes of the meeting incorrectly omitted his dissent if, promptly upon receipt of a copy of such minutes, the trustee notifies the Secretary in writing of the asserted omission or inaccuracy.

Article 9

COMPENSATION OF TRUSTEES; CONFLICT OF INTEREST

No Trustee shall, except as allowed by law, as a private person engage in any business transaction with the Corporation, be employed in any capacity by the Corporation or receive from the Corporation any pay for services rendered to the Corporation, provided that a Trustee may receive reimbursement for reasonable expenses incurred in connection with corporate matters if such reimbursement is authorized by the Board of Trustees. Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 P.S. 401-422. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.

Article 10

LIABILITY OF TRUSTEES

Section 10.1 A Trustee of the Corporation shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a Trustee, including his or her duties as a member of any committee of the Board of Trustees upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the Corporation, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a Trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following: (a) one or more officers or employees of the Corporation whom the Trustee reasonably believes to be reliable and competent in the matters presented; (b) legal counsel, public accountants or other persons as to matters which the Trustee reasonably believes to be within the professional or expert competence of such persons; or (c) a committee of the Board of

Trustees upon which he or she does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the Trustee reasonably believes to merit confidence. A Trustee shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

Section 10.2 In discharging the duties of their respective positions, the Board of Trustees, committees of the Board of Trustees and individual Trustees may, in considering the best interests of the Corporation, consider the effects of any action and all other pertinent factors. The consideration of these factors shall not constitute a violation of Section 10.1 hereof.

Section 10.3 Absent Virtual Preparatory Academy of Pennsylvania of fiduciary duty, lack of good faith or self-dealing, actions taken as a Trustee or any failure to take any action shall be presumed to be in the best interests of the Corporation.

Section 10.4 A Trustee of the Corporation shall not be personally liable, as such, for monetary damages for any action taken, or any failure to take any action, unless: (a) the Trustee has breached or failed to perform the duties of his or her office under Sections 10.1 through 10.3 hereof; and (b) the breach or failure to perform constitutes self-dealing, willful misconduct or recklessness.

Section 10.5 The provisions of Section 10.4 hereof shall not apply to: (a) the responsibility or liability of a Trustee pursuant to any criminal statute; or (b) the liability of a Trustee for the payment of taxes pursuant to local, state or federal law.

Section 10.6 Notwithstanding any other provisions of these Bylaws, the approval of the Board of Trustees shall be required to amend, repeal or adopt any provision as part of these Bylaws that is inconsistent with the purpose or intent of Sections 10.1, 10.2, 10.3, 10.4, 10.5 or 10.6 of this Article 10, and, if any such action shall be taken, it shall become effective only on a prospective basis from and after the date of such Board of Trustees approval.

Article 11

OFFICERS

Section 11.1 The Corporation shall have a President, a Secretary and a Treasurer on the Board of Trustees, or persons who shall act as such, regardless of the name or title by which they may be designated, elected or appointed and may have such other officers and assistant officers as the Board of Trustees may authorize from time to time. Each such officer must be a Trustee. Any number of offices may be held by the same person. Officers shall be nominated and elected by the Board of Trustees and each officer shall hold office at the pleasure of the Board of Trustees and until his successor has been elected and qualified or until his earlier death, resignation or removal. Any officer may resign at any time upon written notice to the Corporation. The resignation shall be effective upon receipt thereof by the Corporation or at such subsequent time as may be specified in the notice of resignation. The Corporation may secure the fidelity of any or all of the officers by bond or otherwise.

Section 11.2 Any officer or agent of the Corporation may be removed by the Board of Trustees whenever in its judgment the best interests of the Corporation will be served by such removal. The removal shall be without prejudice to the contract rights, if any, of any person so removed. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Trustees.

Article 12

THE PRESIDENT

Section 12.1 The President shall, when present, preside at all meetings of the Board of Trustees and have such other duties as may be assigned by the Board of Trustees from time to time.

Article 13

THE SECRETARY

Section 13.1 The Secretary shall: (a) keep, or ensure the minutes of the Board of Trustee's meetings are kept, in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by applicable law; (c) be custodian of the corporate records; and (d) have such other duties as may be assigned by the Board of Trustees from time to time.

Article 14

THE TREASURER

Section 14.1 The Treasurer shall be responsible for full and accurate accounts of receipts and disbursements in books belonging to the Corporation, shall submit to the Board a summary of all funds received and disbursed each month and shall perform such other duties as may be assigned by the Board of Trustees. The Treasurer shall receive all funds including local, state and federal funds and privately donated funds. The Treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees.

Article 15

DISMISSAL OF SCHOOL STAFF

Section 15.1 Any member of the school staff may be dismissed by majority vote of the Board of Trustees, subject to such policies as may be adopted from time to time by the Board of Trustees and subject to applicable law.

Article 16

INDEMNIFICATION OF OFFICERS, TRUSTEES, EMPLOYEES AND AGENTS

Section 16.1 The Corporation shall indemnify any Trustee or officer, and may indemnify any other employee or agent, who was or is a party to, or is threatened to be made a party to, or who is called as a witness in connection with, any threatened, pending, or completed

action, suit or proceeding, whether civil, criminal, administrative or investigative, other than an action by or in the right of the Corporation, by reason of the fact that he is or was a Trustee, officer, employee or agent of the Corporation against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement, actually and reasonably incurred by him in connection with such action, suit or proceeding if such person acted in good faith and in a manner he reasonably believed to be in, or not opposed to, the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Section 16.2 The Corporation shall indemnify any Trustee or officer, and may indemnify any other employee or agent, who was or is a party to, or is threatened to be made a party to, any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he is or was a Trustee, officer, employee or agent of the Corporation delete against expenses, including attorneys' fees, actually and reasonably incurred by him in connection with the defense or settlement of such action or suit if such person acted in good faith and in a manner he reasonably believed to be in, or not opposed to, the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation unless and only to the extent that the court of common pleas of the county in which the registered office of the Corporation is located or the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the court of common pleas or such other court shall deem proper.

Section 16.3 The indemnification and advancement of expenses provided by, or granted pursuant to, this Article 16 shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any Bylaw,

agreement, vote of disinterested Trustees or otherwise, both as to action in his official capacity and as to action in another capacity while holding such office. It is the policy of the Corporation that indemnification of, and advancement of expenses to, Trustees and officers of the Corporation shall be made to the fullest extent permitted by law. To this end, the provisions of this Article 16 shall be deemed to have been amended for the benefit of Trustees and officers of the Corporation effective immediately upon any modification of the Nonprofit Corporation Law of 1988 ("NPCL") or any modification or adoption of any other law that expands or enlarges the power or obligation of charter schools or corporations organized under the NPCL to indemnify, or advance expenses to Trustees and officers of corporations.

Section 16.4 The Corporation shall pay expenses incurred by an officer or Trustee, and may pay expenses incurred by any other employee or agent, in defending an action, or proceeding referred to in this Article 16 in advance of the final disposition of such action or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the Corporation.

Section 16.5 The indemnification and advancement of expenses provided by, or granted pursuant to, this Article 16 shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a Trustee, officer, employee or agent of the Corporation and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 16.6 The Corporation shall have the authority to enter into a separate indemnification agreement with any officer, Trustee, employee or agent of the Corporation or any subsidiary providing for such indemnification of such person as the Board of Trustees shall determine up to the fullest extent permitted by law.

Section 16.7 As soon as practicable after receipt by any person specified in Section 16.1 or Section 16.2 of this Article 16 of notice of the commencement of any action, suit or proceeding specified in Section 16.1 or Section 16.2 of this Article 16, such person shall, if a

claim with respect thereto may be made against the Corporation under this Article 16, notify the Corporation in writing of the commencement or threat thereof; however, the omission so to notify the Corporation shall not relieve the Corporation from any liability under this Article 16 unless the Corporation shall have been prejudiced thereby or from any other liability which it may have to such person other than under this Article 16. With respect to any such action as to which such person notifies the Corporation of the commencement or threat thereof, the Corporation may participate therein at its own expense and, except as otherwise provided herein, to the extent that it desires, the Corporation, jointly with any other indemnifying party similarly notified, shall be entitled to assume the defense thereof, with counsel selected by the Corporation to the reasonable satisfaction of such person. After notice from the Corporation to such person of its election to assume the defense thereof, the Corporation shall not be liable to such person under this Article 16 for any legal or other expenses subsequently incurred by such person in connection with the defense thereof other than as otherwise provided herein. Such person shall have the right to employ his own counsel in such action, but the fees and expenses of such counsel incurred after notice from the Corporation of its assumption of the defense thereof shall be at the expense of such person unless: (i) the employment of counsel by such person shall have been authorized by the Corporation; (ii) such person shall have reasonably concluded that there may be a conflict of interest between the Corporation and such person in the conduct of the defense of such proceeding; or (iii) the Corporation shall not in fact have employed counsel to assume the defense of such action. The Corporation shall not be entitled to assume the defense of any proceeding brought by or on behalf of the Corporation or as to which such person shall have reasonably concluded that there may be a conflict of interest. If indemnification or advancement of expenses under this Article 16 are not paid or made by the Corporation, or on its behalf, within ninety (90) days after a written claim for indemnification or a request for an advancement of expenses has been received by the Corporation, such person may, at any time thereafter, bring suit against the Corporation to recover the unpaid amount of

the claim or the advancement of expenses. The right to indemnification and advancements of expenses provided hereunder shall be enforceable by such person in any court of competent jurisdiction. The burden of proving that indemnification is not appropriate shall be on the Corporation. Expenses reasonably incurred by such person in connection with successfully establishing the right to indemnification or advancement of expenses, in whole or in part, shall also be indemnified by the Corporation.

Section 16.8 The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, Director, Officer, employee or agent of the Corporation, against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article 16.

Section 16.9 Notwithstanding any other provisions of these Bylaws, the approval of the Board of Trustees shall be required to amend, repeal or adopt any provision as part of these Bylaws which is inconsistent with the purpose or intent of this Article 16, and, if any such action shall be taken, it shall become effective only on a prospective basis from and after the date of such Board of Trustees approval.

Article 17

ANNUAL REPORT

Section 17.1 The Treasurer and the President shall present annually to the Board of Trustees a report showing in appropriate detail the following:

- a) The assets and liabilities of the Corporation as of the end of the fiscal year immediately preceding the date of the report;
- b) The principal changes in assets and liabilities during the year immediately preceding the date of the report;
- c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of

the report;

d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the Corporation.

Section 17.2 The annual report of the Treasurer shall be filed with the minutes of the meetings of the members of the Board of Trustees.

Article 18

BOOKS AND RECORDS

Section 18.1 The Corporation shall keep an original or duplicate record of the proceedings of the Board of Trustees and the original or a copy of these Bylaws, including all amendments thereto to date, certified by the Secretary of the Corporation. The Corporation shall also keep appropriate, complete and accurate books or records of account. The records provided for herein shall be kept at either the registered office of the Corporation in this Commonwealth or at its principal place of business wherever situated.

Section 18.2 To the extent required by law, the Pennsylvania Department of Education shall have ongoing access to all records, instructional material and student and staff records and to the Corporation's school facilities.

Article 19

FISCAL YEAR

Section 19.1 The fiscal year of the Corporation shall be as determined by the Board of Trustees.

Article 20

TRANSACTION OF BUSINESS

Section 20.1 Except as otherwise provided by applicable law or directed by the Board of Trustees, each of the President, and one of either the Secretary or Treasurer shall have authority to sign, execute and acknowledge on behalf of the Corporation, all deeds, mortgages, bonds, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the Corporation's regular business, which shall be authorized by resolution of the Board of Trustees. The Secretary of the Corporation is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Trustees of the Corporation, provided, however, that an attestation is not required to enable a document to be an act of the Corporation.

Section 20.2 No moneys shall be borrowed on behalf of the Corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances.

Section 20.3 All funds of the Corporation, not otherwise employed, shall be deposited from time to time to the credit of the Corporation in such banks, investment firms or other depositories as the Board of Trustees may select providing that funds shall be invested consistent with sound business practice only in the following instruments: United States Treasury bills; Short-term obligations of the United States Government or its agencies or instrumentalities; Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository; Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the

United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision; Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.). The school Treasurer shall settle his or her accounts annually with the Board of School Directors for each school year.

Article 21

MANNER OF GIVING WRITTEN NOTICE; WAIVERS OF NOTICE

Section 21.1 Whenever written notice is required to be given to any person under the provisions of these Bylaws, it may be given to the person either personally or by sending a copy thereof by first class or express mail, postage prepaid, or by telegram (with messenger service specified), telex or TWX (with answerback received) or courier service, charges prepaid, or by facsimile transmission, to his address (or to his telex, TWX or facsimile number) appearing on the books of the Corporation or, in the case of written notice to Trustees, supplied by each Trustee to the Corporation for the purpose of the notice. If the notice is sent by mail, telegraph or courier service, it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail or with a telegraph office or courier service for delivery to that person or, in the case of telex or TWX, when dispatched.

Section 21.2 Any written notice required to be given to any person under the provisions of statute, the Corporation's Articles of Incorporation or these Bylaws may be waived in a writing signed by the person entitled to such notice whether before or after the time stated therein. Except as otherwise required by statute, and except in the case of a special meeting, neither the business to be transacted at, nor the purpose of, a meeting need be specified in the waiver of notice. Attendance of a person, whether in person or by proxy, at any meeting shall constitute a waiver of notice of such meeting, except where a person attends a meeting for the

express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened.

Article 22

AMENDMENTS


Section 22.1 Except as provided in Sections 10.6 and 17.10 hereof, and except as provided in Section 5504(b) of the NPCL, these Bylaws may be amended or repealed, and new Bylaws adopted, by a majority vote of the members of the Board of Trustees at any regular or special meeting duly convened.

Appendix K

Virtual Preparatory Academy of Pennsylvania

Articles of Incorporation

**PENNSYLVANIA DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS**

<input type="checkbox"/> Return document by mail to: Patricia A Hennessy <hr/> Name 1500 Market Street, Suite 3900, <hr/> Address West Chester PA 19380 <hr/> City State Zip Code <input type="checkbox"/> Return document by email to: _____	Articles of Incorporation-NonProfit (15 Pa.C.S.) (rev . 2/2017)  5306
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Read all instructions prior to completing. This form may be submitted online at <https://www.corporations.pa.gov/>.

Fee: \$125.00 I qualify for a veteran/reservist-owned small business fee exemption (see instructions)

Check one: **Domestic Nonprofit Corporation (§ 5306)** **Nonprofit Cooperative Corporation (§ 7102B)**

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:

 Virtual Preparatory Academy of Pennsylvania Cyber Charter School

2. Complete part (a) or (b) – not both:

(a) The address of this corporation’s current registered office in this Commonwealth is: *(post office box alone is not acceptable)*

1500 Market Street, 39th Floor	Philadelphia	PA	19102	Philadelphia
Number and Street	City	State	Zip	County

(b) The name of this corporation’s commercial registered office provider and the county of venue is:

c/o:

Name of Commercial Registered Office Provider	County
---	--------

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.
To engage in any activity related to the development and operation of a cyber charter school.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. Check and complete one: The corporation is organized on a non-stock basis.
 The corporation is organized on a stock share basis and the aggregate number of shares authorized is:

6. For unincorporated association incorporating as a nonprofit corporation only. Check if applicable:

 X The incorporators constitute a majority of the members of the committee authorized to incorporate such association by the requisite vote required by the organic law of the association for the amendment of such organic law.

7. For Nonprofit Corporation Only:

Check one: The corporation shall have no members.
 The corporation shall have members.

8. For Nonprofit Cooperative Corporation Only:

Check one of the following:

The corporation is a cooperative corporation and the common bond of membership among its members is:

The corporation is a cooperative corporation and the common bond of membership among its shareholders is :

9. The name(s) and address(es) of each incorporator(s) is (are) (all incorporators must sign below):

Name

Address

Patricia Hennessy

1500 Market Street , 39th Floor , Philadelphia ,
Philadelphia , PA , United States , 19102

10. The specified effective date, if any, is:

10/01/2019 3:30 PM
month day year hour, if any

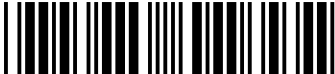
11. Additional provisions of the articles, if any, attach an 8½ x 11 sheet.

**IN TESTIMONY WHEREOF, the incorporator(s)
has/have signed these Articles of Incorporation this**
30 day of September , 2019 .

Patricia Hennessy

Signature

**PENNSYLVANIA DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND CHARITABLE ORGANIZATIONS**

Docketing Statement - New Entity DSCB: 15-134A (rev. 7/2015)	 134A
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1. Entity Name:

Virtual Preparatory Academy of Pennsylvania Cyber Charter School

In the case of a foreign association which must use an alternate name to register to do business in Pennsylvania, the alternate name should be given.

2. Tax Responsible Party

Name of individual responsible for initial tax reports : **Richard Flynn**

[REDACTED]

Number and Street	City	State	Zip	County
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3. Description of Business Activity:

To engage in any activity related to the development and operation of a cyber charter school.

4. FEIN [Employer Identification Number/Federal Tax Identification Number]:

FEIN enables agencies to confirm that Commonwealth accounts are properly matched and that this request is processed without added delay. If the business entity does not currently have an FEIN, it can get a FEIN immediately by applying online at [irs.gov](http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Employer-ID-Numbers-EINs) at the following page <http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Employer-ID-Numbers-EINs>.

Appendix L

Services Agreement with Accel Online Pennsylvania LLC

EDUCATION SERVICES AGREEMENT

This Education Services Agreement (the “*Agreement*”) is entered into as of the _____ day of _____, 2020 (“*Effective Date*”) by and between Accel Online Pennsylvania LLC, a Delaware limited liability company (“*Service Provider*”), and Virtual Preparatory Academy of Pennsylvania Cyber Charter School (the “*School*”), a Pennsylvania non-profit corporation and a public charter school, by and through its Board of Trustees (the “*Board*”).

RECITALS

Whereas, the School is organized as a Pennsylvania nonprofit corporation under the laws of Pennsylvania (sometimes referred to as the “Commonwealth”) and the School has entered into a Charter with the Pennsylvania Department of Education (the “*Authorizer*” or “*PDE*”) pursuant to which the School is authorized to operate a public charter school under Commonwealth laws;

Whereas, the Service Provider was established, among other reasons, to provide services to support public schools, and is expected to provide invaluable assistance and expertise, including educational products, administrative, marketing, technology, regulatory, financial, facilities, and other advice, in connection with the operation of the School; and

Whereas, the School and the Service Provider (individually, a “*Party*” and collectively, the “*Parties*”) desire to create an enduring relationship whereby they will pursue and provide educational excellence for the School based on an agreed upon school design, comprehensive educational program and management principles.

NOW THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby the Parties agree to the following terms:

ARTICLE I. EDUCATIONAL, ADMINISTRATIVE AND TECHNOLOGY SERVICES

1.1 Educational Products and Services.

- (a) During the Term (as defined in ARTICLE II below), Service Provider will provide to the School the following educational products and services (the “*Educational Services*”):
 - (i) Curriculum and Assessment. Under the direction of the Board and in conjunction with School employees, Service Provider will assist with the implementation of the educational goals and programs set forth in the Charter (the “*Educational Program*”) by providing Pennsylvania aligned curriculum (core curriculum, elective courses, CTE courses, and advanced placement), assessment tools, a learning management system, a student information system and a content management system in all subjects and grades Service Provider generally offers to its managed programs customers; curriculum for all other subjects required by applicable law; assistance in administering all Commonwealth mandated testing; and providing additional curriculum or educational programs recommended by Service Provider in its reasonable discretion to assist the Board and the School to achieve the goals of the Educational Program. In the event Service Provider determines, after a review of certain data including student achievement data,

satisfaction surveys and Board review, it is advisable to modify the Educational Program, Service Provider may recommend to the Board and the School proposed changes and obtain School approval, and if requested and required under the Charter, assist the Board and the School with requesting an amendment to the School's Charter from the Authorizer.

- (ii) Instructional Support. Support the Board's oversight and coordination of the services to be provided by instructional personnel, including the School's leadership team and its teachers and support staff (collectively, "**Personnel**"), all in accordance with Article VI below.
 - (iii) Instructional Tools. Selection of instructional tools, equipment and supplies including textbooks, computers, computer peripherals, curriculum, printers, software and multi-media teaching tools as Service Provider determines to be necessary in its reasonable discretion, with oversight and approval from the Board.
 - (iv) Supplemental Instructional Support, Extra-Curricular and Co-Curricular Activities and Programs. Advise the Board about appropriate supplemental instructional support programs, extracurricular and co-curricular activities and programs including, but not limited to, clubs, activities and special events (but not Supplemental Programs as defined in ARTICLE V below).
- (b) Special Education Services/Program Support for Disadvantaged Students. Service Provider will assist with, advise about and provide certain Protocols (as defined in Section 1.4 below) for development, program oversight and compliance, IEP management and software support, assistive technology procurement, third-party service provider coordination, accessibility support, 504 Plan guidance, at-risk population support services, homeless and migrant support, school counseling support, and ELL support (provided by ESOL / TESOL certified leaders and teachers).
 - (c) Additional Educational Services. Any other services required by the PDE (in both its role as Authorizer and its role as the State Education Agency) and such other services as are necessary or expedient for the provision of teaching and learning at the School as agreed to from time to time between Service Provider and the School. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled at the School as adopted by the Board and as provided for in the Charter, as the same may be amended.
 - (d) Service Provider will be responsible and accountable to the Board and School for the provision of the Educational Services, provided, however, that such obligations, duties and responsibilities are limited by the School Budget established pursuant to and defined in Section 1.2(a)(vi) below, and Service Provider will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

1.2 Administrative Services.

- (a) During the Term, under the oversight of the Board, Service Provider will provide to the School the following administrative services (the "**Administrative Services**"):
 - (i) Personnel Management. Advise Board and the Chief Executive Officer about management of and professional development for all Personnel providing Educational Services, Administrative Services and Technology Services in accordance with ARTICLE VI below.

- (ii) Business Administration. The day-to-day responsibilities of School financial and business support services shall be shared between Service Provider and School's business manager (based on separate contract, third-party Charter Choices, Inc., "Contracted **Business Manager**") based on the roles and responsibilities assigned by the Board. Contracted Business Manager will provide oversight of internal controls; review invoices from Service Provider; bill district for student funding and perform accounts receivable tasks regarding same; perform external reporting to PDE; and assist with federal grant applications and tax reporting. Service Provider will provide business support services, internal reporting, budgeting and audit support as set forth below.
- (iii) Business Support Services.
 - (A) Provide guidance for spending and reporting compliance for federal programs such as Title and IDEA programs.
 - (B) Provide payroll and benefits support services including required internal reporting to the Board and data input.
 - (C) Make recommendations regarding insurance/risk management and provide support for same. The School is responsible for procuring and maintaining the types and limits of insurance as required by applicable law, the Charter, or both necessary to operate the School. The School is also responsible for procuring and maintaining liability insurance for any Offices and Satellite Facilities leased directly by the School and any equipment, furniture and fixtures owed by the School.
 - (D) Provide comprehensive logistic services for physical curriculum provided by Service Provider including procurement, contracting, storage, fulfillment and other services required to obtain, deliver, collect and warehouse these materials.
 - (E) Provide comprehensive purchasing support services including recommendations for vendor determinations, procurement process, contracting procedures, fulfillment, and other services required to obtain, deliver, and collect various services and materials.
 - (F) Per Board policy, serve as the School's agent in administering the School's student technology support stipend program established by the Board. Service Provider will facilitate stipend payments to eligible households by making payments to the parent, guardian or student, as applicable, according to the schedule provided in the student handbook which shall include the same rate used in the Budget. Service Provider will not advance School funds to support the stipend program.
 - (G) Under direction from the Board, provide cash flow protection services to the School.
- (iv) Invoice Payment Process. Service Provider will serve as the School's agent for processing payments of invoices for the products and services it provides hereunder. However, the School shall remain responsible for the costs associated with the invoices and will reimburse Service Provider. The Chief Executive Officer will be responsible for processing any invoices related to the Service Provider.
- (v) Public Relations. Coordination and assistance with any and all advertising, website development and maintenance, branding, and media and public relations efforts including parent and community outreach programs and local community

relationship building (collectively, “**Public Relations**”). Service Provider is under no obligation to implement any Public Relations initiatives promoted by the Board that Service Provider determines will have a negative impact on Service Provider or its Affiliate’s brand identity and/or reputation, including in connection with the School. To the extent that such Public Relations materials involve the use of trademarks or other intellectual property of Service Provider or its Affiliates, such use will be subject to review by Service Provider. The Service Provider will report to the Board each school year analytics related to student enrollment results from the campaigns.

(vi) Internal Reporting, Budgeting and Audit Support.

- (A) A proposed annual budget will be prepared by the School with assistance from the Service Provider in a mutually agreeable format by April 1st of the immediately preceding fiscal year and will be subject to the approval of the Board which shall not to be unreasonably withheld or delayed and in all cases shall be publicly posted no later than May 30 of the immediately preceding fiscal year. The approved budget is the “**Budget**” which shall be passed by the Board no later than June 30 per Pennsylvania law and submitted to PDE.
- (B) The Service Provider shall be responsible for preparing financial statements as required by and in compliance with the Charter and applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the Board to perform annual audits of the School's financial statements. The cost of the independent audit will be the responsibility of the School and will be provided for in the Budget. To the extent School contracts with providers other than Service Provider for products and services not included in this contract, the School shall ensure the products and services are provided in accordance with the Budget, the Charter and applicable law.
- (C) The Service Provider will provide the Board with monthly financial forecast and analysis reports (Forecasted P&L / Cash Balances), and all other support as needed.
- (D) The Service Provider will provide the following accounting information and services: accounts payable coding; payroll journal entries; expense accrual journal entries; support for grant writing / reporting / draw down; and support for all Pennsylvania reporting requirements. The Service Provider will prepare a five-year financial plan.
- (E) On behalf of the School, the Service Provider is responsible for preparing (i) such other reports on the finances and operation of the School as requested or required by the PDE, by the PDE in its role as Authorizer, or the Board to ensure compliance with the terms of the Charter; (ii) monthly unaudited financial statements; and (iii) year-end unaudited financial statements which will be provided within forty-five (45) days after the end of the fiscal year.
- (F) The Service Provider will provide other information on a periodic basis or as requested with reasonable notice as may be reasonably necessary to enable the Board to monitor Service Provider's performance under this and related agreements including the effectiveness and efficiency of its operations at the School.

- (G) On behalf of the School, the Service Provider will maintain accurate financial records pertaining to its operation of the School, together with all School financial records, and retain all such records for a period of five (5) years (or longer if required by applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the School financial records retained by the Service Provider pertaining to the School will be available to the Board, the Authorizer, the Auditor of Pennsylvania, the United States Department of Education and all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being understood that in most cases such copies will be made available within five (5) business days of request or within the time frame under applicable law.
- (vii) Board's Right to Audit. The Board reserves the right to conduct or to appoint others to conduct examinations, in addition to the independent annual audit, at the School's expense, of the books and records maintained for the School.
- (viii) Maintenance of Student and Other Records.
- (A) Service Provider will maintain on behalf of the School accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by the Charter and applicable laws and regulations, together with all additional School student records prepared by or in the possession of Service Provider, until this Agreement expires or is terminated, at which time such records will be delivered to the School which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the School). Service Provider and the School will maintain the proper confidentiality of such records as required by law and the Charter. Subject to Service Provider's post-termination obligation to return records as set forth in Section 7.6 below, at no time shall the Service Provider unreasonably withhold student records from the School and its authorized personnel after receiving their request for records.
- (B) Service Provider will maintain accurate employment, business and other records pertaining to the operation of the School as is required and in the manner provided by the Charter and applicable laws and regulations, together with all additional School employment, business and other records prepared by or in the possession of Service Provider, and retain such records on behalf of the School until this Agreement expires or is terminated, at which time such records will be delivered to the School which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such employment, business, and other records are and shall be at all times the property of the School). Service Provider and the School will maintain the proper confidentiality of such records as required by law and the Charter. Subject to Service Provider's post-termination obligation to return records as set forth in Section 7.6 below, at no time shall the Service Provider reasonably withhold employment, business or other operations records from the School and its authorized personnel after receiving their request for records.

- (C) The financial, educational and student records pertaining to the School are the property of the School, and such records are subject to the applicable provisions of Commonwealth and federal law. Service Provider shall help ensure that to the extent requested by the School, all School records shall be physically or electronically available, upon request, at the School.
- (D) Service Provider shall provide such other information, including a written report, as reasonably requested by the Board and/or the School.
- (ix) Student Recruitment, Admission and Enrollment. Service Provider will facilitate recruitment and admission of students, subject to the School's recruitment and admission policies to the extent as budgeted for in the Budget or as otherwise approved by the Board. Students shall be selected in compliance with the procedures set forth in the Charter and Commonwealth and federal laws. Recruiting via lead generation, lead qualification and lead conversion may take the form of information sessions, open houses, expos or other events. Service Provider will ensure the implementation of the School's admission policy, including management of the application and enrollment process as well as orientation in conjunction with School personnel.
- (x) Student Hearings. The Chief Executive Officer may consult with the Service Provider regarding the administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the procedures established by the School, and applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the School's duties and obligations under applicable laws and regulations. The Chief Executive Officer, however, is ultimately responsible for the implementation of the School's disciplinary process.
- (xi) Academic Progress Reports. Provide to the Board on a periodic basis as necessary or appropriate for the School to satisfy its obligations under the Charter and applicable laws and regulations, a report detailing (A) the School's students' academic performance, (B) Service Provider's self-assessment of performance against mutually acceptable criteria of the Educational Services and Administrative Services, and (C) such other reports reasonably requested by the Board. The provision of such reports does not preclude the Board from conducting its independent review of the School's academic progress, including the Service Provider's performance, in relation to Board established criteria.
- (xii) Personalized Learning Plan Development. Provide support for applicable Personnel to prepare and deliver instruction tailored to enable each student to meet or exceed Pennsylvania mandated standards.
- (xiii) Student Welfare Protocols and Training. Service Provider will present Protocols to the Board for consideration, and provide training for applicable Personnel, if approved by the Board, on the following topics regarding student welfare:
- (A) Prohibiting the possession and use of drugs, alcohol, weapons, tobacco and tobacco substitutes on School grounds and at School sponsored events;
 - (B) Prohibiting bullying, harassment of any nature, and other social behaviors prohibited under applicable laws;
 - (C) Complying with Commonwealth immunization laws; and

(D) Trauma-informed practices.

- (xiv) Consultation Regarding Services. To enable the Board to execute its oversight responsibilities, Service Provider will make key knowledgeable personnel reasonably available to Board members, the Chief Executive Officer, and Authorizer for consultation and advice about Educational Services and Administrative Services.
- (xv) Services Support Coordinator. Service Provider may assign a dedicated resource to be a liaison between the School and Service Provider and support School operations with respect to all services provided pursuant to this Agreement.
- (xvi) Office and Satellite Facility Management. Service Provider will obtain, subject to Board approval, manage and maintain the School's Office and Satellite Facilities, and provide systems administration, networking and internet connectivity, Computer Equipment, furniture, fixtures, equipment and office supplies for them so they are functional for their intended purposes. School shall own the Computer Equipment, furniture, fixtures, equipment and office supplies in the Office and Satellite Facility to the extent School pays for them.
- (xvii) Additional Administrative Services. Service Provider will provide any other services reasonably necessary or expedient for the effective administration of the School as agreed to from time to time by Service Provider and the Board.
 - (A) The Administrative Services will be provided in a manner consistent with the Educational Program, the Charter, local, Commonwealth and federal laws and applicable regulations and policies.
 - (B) Subject to this Agreement, the Charter, and applicable laws and regulations, Service Provider may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Service Provider supplies the School with written notice of such modifications.
 - (C) Service Provider will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Budget established in Section 1.2(a)(vi) above, and Service Provider will not be required to expend funds on such services in excess of the amounts set forth in such Budget.

1.3 Technology Services.

- (a) During the Term, Service Provider or its Affiliates ("**Affiliate**" means any entity that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with, a specified Party whether through ownership of voting securities, by contract interest or otherwise.) will provide or cause to be provided to the School the following technology services (collectively, the "**Technology Services**") using the proceeds set forth in Sections 4.1 and 4.2 of this Agreement, as applicable:
 - (i) Monitor production services, i.e., the learning management and content management systems;
 - (ii) Monitor and analyze data to fix production issues as they arise;
 - (iii) Generate reports on student academic performance, attendance and progress;

- (iv) For School Personnel, provide computers, monitors, printers, software and other peripherals (collectively, “*Computer Equipment*”) as necessary for the delivery of the Educational Program;
 - (v) For the students, provide Computer Equipment as necessary to participate in the Educational Program;
 - (vi) Develop, design, publish and maintain the School’s website;
 - (vii) Determine hardware configurations (including software and operating systems) for the School’s technology needs;
 - (viii) Provide support for School administration in troubleshooting system errors;
 - (ix) Provide technical support for parents, students and Personnel; and
 - (x) Other technology support services requested and mutually agreed upon by the Board and Service Provider.
- (b) Service Provider shall be responsible for selection, procurement, deployment, reclamation, refurbishment, storage and tracking of the Computer Equipment, as well as other related comprehensive logistical support services such as set up, imaging, and technical support, it provides to Personnel and students. School shall be the exclusive owner of the Computer Equipment to the extent School pays for the Computer Equipment.

1.4 Protocols. Recommend to the Board for consideration and approval rules, regulations, policies and procedures developed by Service Provider (“*Protocols*”) applicable to the School and its students including, but not limited to, employee and student handbooks, and those that enable the School to obtain accreditation including but not limited to Middle States Association of Colleges and Schools and/or NCAA Eligibility Center. In conjunction with the Chief Executive Officer, Service Provider will assist with implementation of such Protocols adopted by the Board that are not in direct conflict with this Agreement, the Charter, and applicable laws and regulations.

To the extent the School does not adopt and implement Service Provider’s recommended Protocols, the School understands and accepts responsibility for any impact such decision may have on the School’s ability to obtain accreditation.

1.5 Board Training. Pursuant to Pennsylvania law, the Board will secure Act 55 Board Training from a provider approved by the PDE.

ARTICLE II. TERM

2.1 Term. The term of this Agreement will commence on (the “*Start Date*”) and shall continue thereafter through the term of the Charter (the “*Initial Term*”) unless sooner terminated pursuant to ARTICLE VII or mandated by regulation or statute. In the event the Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and applicable law, unless this Agreement is otherwise terminated in accordance with ARTICLE VII herein.

- 2.2 Renewal. This Agreement will automatically extend for successive additional periods consistent with the length of the new or renewal term from the Authorizer (each such period a “**Renewal Term**”), unless (a) either Party provides the other with written notice of non-renewal at least twelve (12) months before the applicable Renewal Date; or (b) the Agreement is sooner terminated under ARTICLE VII. The Initial Term and any Renewal Terms will be referred to collectively as the “**Term**”.

ARTICLE III. RELATIONSHIP OF THE PARTIES

- 3.1 Status of the Parties. Service Provider is not a division or any part of the School. The School is a separate and distinct corporation authorized under Commonwealth law and is not a division or a part of Service Provider. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the Parties. Nothing herein will be construed to create a partnership or joint venture by or between the School and Service Provider or to make one the agent (except and to the extent the Parties agree Service Provider will be School’s agent for paying School’s invoices and administering the School’s student technology support stipend program) or fiduciary of the other. Neither the School nor Service Provider will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the School nor Service Provider has, and neither will represent that it has, the power to bind or legally obligate the other. No employee of one Party will be considered an employee of the other Party by either Party for any purpose whatsoever. The Board will offer an annual written evaluation of the Service Provider’s performance after the conclusion of each academic year but no later than August 1.
- 3.2 Service Provider Attendance at Board Meetings. Service Provider shall use commercially reasonable efforts to attend Board meetings in person and, if unable to attend in person, may attend them telephonically or by other electronic means. The Board shall use reasonable efforts to schedule any regular, special or emergency Board meeting so that Service Provider has the opportunity to attend the same. The Board shall provide Service Provider with notice of any regular, special or emergency meeting of the Board when it provides members of the Board with notice of the meetings. The Board may, from time to time, issue an invitation to the Service Provider to attend an executive session if the subject matter of the executive session requires the input from the Service Provider. Unless specifically invited to attend an executive session, the Board is under no obligation to provide prior notice to the Service Provider of executive sessions.
- 3.3 No Related Parties or Common Control. Service Provider will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including cancellation rights, under this Agreement and under Commonwealth and federal law. Any director, officer or employee of Service Provider shall be prohibited from serving on the Board. None of the voting power of the Board will be vested in Service Provider or its directors, members, managers, officers, shareholders and employees, and

none of the voting power of the Board or shareholders of Service Provider will be vested in the School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the Board and Service Provider will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986, as amended (or its successor) (the “*Internal Revenue Code*”), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code.

- 3.4 Other Schools. The Parties acknowledge that this arrangement is not exclusive and that Service Provider will have the right to render similar services to other persons or entities including other public or private schools or institutions. To the extent Service Provider intends to render similar services to other persons or entities, including other public or private schools or institutions, such services shall not place the viability to the School’s charter at jeopardy. The Service Provider shall provide written notice to the School of any such arrangements.
- 3.5 Exclusive Provider. During the Term, Service Provider and its Affiliates shall be the sole provider of the products and services set forth herein for the School unless otherwise waived in writing by an authorized officer of Service Provider or by amendment of this Agreement.

ARTICLE IV. CONSIDERATION

- 4.1 Reimbursement of Expenses. In addition to the Service Fees referenced in Section 4.2 below, the School will reimburse Service Provider for all costs incurred and paid by Service Provider in providing the Educational Services, Administrative Services and Technology Services. Such costs may include, but are not limited to, rent and/or lease payments pursuant to any equipment lease; Computer Equipment; furniture; fixtures; equipment; office supplies; and costs of or related to curriculum, instructional materials, textbooks, software, technology hardware, supplies, social media development and management, website development and management, marketing, background checks, insurance, special education services, psychological services and medical services.
- 4.2 Compensation for Services.
- (a) Service Fees. In exchange for Services provided during the Term, the School will pay to Service Provider fees according to the Fee Schedule attached hereto as Appendix A.
 - (b) Adjustment of Services Provided and Fees Payable. If the Parties agree to increase or decrease the services provided by Service Provider under this Agreement, the Parties shall negotiate a corresponding adjustment to Service Fees. The modification of services and Service Fees shall be in writing and effective upon approval by the Board.
 - (c) Reasonable Compensation. The Service Fees are reasonable compensation for services rendered. Service Provider's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the School.
 - (d) Annual Reconciliation. The Service Fees shall be subject to annual reconciliation based upon actual enrollment (including the final month of the Term, even though the payment may be made beyond expiration or termination of the Term). If the School receives written notice of a review of the enrollment being completed by the Commonwealth or by resident

school district(s), the School shall provide Service Provider with a copy of the written notice upon receipt of same. If the review results in a finding that additional funding is owed to the School, the School shall pay the equitable amount to Service Provider within five (5) business days after receiving an invoice for such amount. If the review results in a finding that the School owes money to the Commonwealth or resident school district(s), the School will work with the Service Provider to initiate an appeal of the administrative determination in accordance with applicable laws and regulations. Service Provider shall cooperate with the School's efforts to appeal. Should the final determination result in the School owing money to the school district(s) of residence, Service Provider agrees to issue a credit to School for the equitable amount overpaid to Service Provider. Should the final determination result in the school district(s) of residence owing money to the School, School agrees to pay to Service Provider the equitable amount underpaid to Service Provider.

4.3 Intentionally omitted.

4.4 Time and Priority of Payments.

- (a) Service Fees will be due and payable by the School upon receipt of invoice.
- (b) Service Provider will notify the School of any payments due and owing to Service Provider pursuant to Section 4.1 above as soon as possible after the end of each month and the School will make such payments to Service Provider upon receipt of invoice.
- (c) School shall give Service Provider written notice of and reason for any invoice dispute within thirty (30) days of receipt of invoice and work to resolve the dispute within thirty (30) days of providing notice. All undisputed amounts shall be paid according to the terms herein.
- (d) The School will satisfy its payment obligations under this ARTICLE IV to Service Provider in the following order of priority: (i) payments due and owing under Section 4.1 above, with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.2 above for Service Fees with the oldest amounts due first.

4.5 Interest Rate and Carryovers.

- (a) Unless otherwise agreed by the Parties, unpaid Service Fees and loans (other than the Start-up Loan) to the School, if any, to pay expenses will accrue interest at the prime rate reported by the Wall Street Journal's bank survey, plus one percent (1%) for the time overdue.
- (b) Limits to fees and/or expense owed to Service Provider that may be carried over from year to year shall be determined by Service Provider in its sole discretion.
- (c) Loans shall be documented by separate agreements in writing.

**ARTICLE V.
SUPPLEMENTAL PROGRAMS**

In addition to the Educational Services, Administrative Services and Technology Services provided by Service Provider to the School, Service Provider may, subject to School approval, provide additional services, which may benefit the School by increasing its exposure in the community to students and non-students of the School (the "**Supplemental Programs**"), provided that nothing herein shall require Service Provider to provide any

such Supplemental Programs. Service Provider may retain the full amount of any and all revenues collected from or for such Supplemental Programs, and Service Provider will be responsible for the full cost of providing such Supplemental Programs.

ARTICLE VI. PERSONNEL AND TRAINING

6.1 Personnel Responsibility.

- (a) Subject to Sections 1.1 and 1.2 above, the Charter and applicable laws and regulations, the Board will be the employer of School Personnel and have final authority to determine staffing levels, compensation and Protocols, and select, evaluate, assign, discipline, supervise, manage, transfer and terminate School Personnel necessary to carry out the Educational Program. Though the Board will determine compensation arrangements for School Personnel, such offers must consider the impact of such compensation on the Budget.
- (b) Service Provider will assist the Board in recruiting potential School Personnel and selecting final job candidates, but any and all hires will be subject to Board approval.
- (c) Service Provider will be responsible for conducting reference checks, employment checks, criminal background checks and unprofessional conduct checks on potential School Personnel to the extent required under applicable laws and regulations. Upon request, Service Provider will provide the School with documentary evidence of such background checks. School will share on a confidential basis with the Service Provider its performance reviews and assessment of School Personnel.
- (d) Chief Executive Officer. The Chief Executive Officer is the Board representative and shall be responsible for the day-to-day management of the School, implementation of the Educational Program, supervising Personnel, and being the primary liaison between the Board and Service Provider and the Board and Personnel. Service Provider will support the Chief Executive Officer with the performance of annual evaluations of Personnel in accordance with a system and criteria approved by the Board, federal and Commonwealth law, and the Charter. The Chief Executive Officer may consult with Service Provider about employment actions regarding Personnel.

6.2 Annual Evaluation of Chief Executive Officer. The Board shall evaluate the Chief Executive Officer annually using criteria adopted by the Board, which evaluation may be based on tools developed by the Service Provider at the Board's request. While the Board is responsible for evaluating the Chief Executive Officer, the evaluation may include consultation with the Service Provider.

6.3 Termination of Chief Executive Officer. If the Board decides to terminate the Chief Executive Officer, it shall, to the extent possible, give Service Provider thirty (30) days written notice of intent to terminate, including reasons for the decision. If Service Provider objects to the Board terminating and replacing the Chief Executive Officer, it shall, within ten (10) days of receiving notice from the Board, provide the Board with notice of objection and reason(s) therefore.

- 6.4 Teachers and Support Staff. Teachers shall be licensed and credentialed in accordance with Commonwealth law. Teachers and support staff, which may include, among others, teachers' aides, clerical staff, administrative assistants to the Chief Executive Officer and bookkeepers, shall work under the direction of the Chief Executive Officer or his or her designee and comply with Service Provider's Protocols in executing the Educational Program.
- 6.5 Training. Under the oversight of the Board, Service Provider will provide training in its instructional methods, curriculum, Protocols, educational program and support technology to the School's instructional personnel on a regular and continuous basis. Such training will enable the School's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as Service Provider and Chief Executive Officer determines to be reasonable and necessary under the circumstances.
- 6.6 Non-Solicitation/Non-Hiring.
- (a) Each Party may not directly or indirectly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any current or former consultant or employee of the other Party or Affiliate if that consultant, employee, former consultant or employee had been assigned to or worked under this Agreement, for a period of one year after the conclusion of his/her employment with a Party (or its Affiliates) to this Agreement. Former consultant or employee means a consultant or employee who worked for a Party within six (6) months prior to hire or potential hire by the prohibited Party.
 - (b) Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party of such consultant, employee, former consultant or former employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that consultant, employee, former consultant or former employee's compensation during their first year with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The one (1) year period in this Section will be extended by the amount of time that a Party engages in any activity in violation of this Agreement and while the aggrieved Party seeks enforcement of this Agreement. The School acknowledges and agrees that no advances or past uncollected fees shall be issued by Service Provider to cover any penalty, damages or other relief owed by the School upon a violation of this provision.
 - (c) Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee, consultant, former employee or former consultant of the other Party or Affiliate. However, such Party shall continue to be precluded from engaging or otherwise using a Party's and Affiliate's employee, former employee, consultant or former consultant provided for in this Section 6.6.

**ARTICLE VII.
TERMINATION OF AGREEMENT**

7.1 Termination By Service Provider.

- (a) All notices of termination under this section shall include explanation of the reason(s) for termination and be subject to the resolution process in the Dispute Resolution section below
- (b) Service Provider may terminate this Agreement in the event that the School is in material default under any other condition, term or provisions of this Agreement or the Charter, and the default remains uncured for thirty (30) days, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity, after the School receives written notice from the Service Provider or Authorizer, as applicable, of the default, unless the actions or services of the Service Provider are the reason for any notification by the Authorizer. However, if the default cannot be reasonably cured within thirty (30) days, and the School promptly undertakes or continues efforts to cure the material default within the thirty (30) day period, then such additional time as necessary to complete the cure, but in not event longer than sixty (60) days following written notice of breach. School shall give Service Provider written notice of any delay of funding from funding entity promptly upon learning about the delay.
- (c) Service Provider may terminate this Agreement if there is any adverse and material change in local, State or federal funding for the School's students, or applicable laws or regulations impose requirements that are materially different from those in force at the time the Parties entered into this Agreement and Service Provider is unwilling or unable to make the required changes; provided that any notice of termination delivered to the School based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Service Provider. If such an event occurs in the middle of the school year, Service Provider agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.
- (d) Service Provider may terminate this Agreement effective immediately upon written notice to the School in the event that the School adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Service Provider to increase materially the financial risk to Service Provider arising from its performance of its obligations hereunder, thus rendering Service Provider's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Service Provider agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.
- (e) Service Provider may terminate this Agreement effective immediately upon written notice to the School if the School undergoes adverse change that makes the School financially unviable.
- (f) Service Provider may terminate this Agreement effective at the end of the then-current school year if there are unresolvable differences between the Parties regarding what Service Provider, in its sole discretion, considers to be conduct by the School that reflects materially and unfavorably on Service Provider. The Parties shall work in good faith to resolve their

differences to Service Provider's satisfaction during the thirty (30) days after which Service Provider provides School with notice of intent to terminate.

7.2 Termination by the School.

- (a) The School may terminate this Agreement if Service Provider, in School's sole discretion, fails to remedy a material breach of this Agreement within thirty (30) days after written notice from the School. However, if the default cannot be reasonably cured within thirty (30) days, and the Service Provider promptly undertakes or continues efforts to cure the material default within the thirty (30) day period, then such additional time as necessary to complete the cure, but in no event longer than sixty (60) days following written notice of breach.. Termination by the School will not relieve the School of any obligations to pay Service Fees and costs, whether accrued, pending or outstanding, to Service Provider as of the effective date of the termination of this Agreement. Nothing shall require the School to pay for the remainder of the Agreement post-termination and the School shall only be liable for any amounts that accrued as of the effective date of termination.
- (b) The School may terminate this Agreement if the Board determines at the end of a school year that the performance of Service Provider in the provision of the Education Program set forth in this Agreement does not meet the requirements for a cyber charter school, as defined by applicable laws and regulations provided, however, that notice of termination shall be given in writing no later than December 15 of the school year in which such termination shall be effective on June 30 of that school year unless Service Provider cures alleged breach prior to June 30. Notice of termination under this section shall include a detailed explanation of the reason(s) for termination and be subject to resolution process referenced in the Dispute Resolution section below.

7.3 Termination of the Charter. This Agreement will terminate upon the School's ceasing to be a party to a valid and binding charter, provided, however, that this Agreement will continue to remain in effect until the date of termination or expiration of a Term (as applicable) if (i) the School has entered into a subsequent charter, and (ii) this Agreement has not been terminated pursuant to this ARTICLE VII. Termination pursuant to this paragraph will not relieve the School of any obligations to pay Service Fees, and costs, whether accrued, pending or outstanding, to Service Provider as of the effective date of termination.

7.4 Change in Law. If any federal, Commonwealth or local law or regulation, court or administrative decision or Commonwealth Attorney General's opinion could reasonably be expected to have an adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party, may request renegotiation of this Agreement. That notice may be given at any time following enactment of such change in applicable law, whether such change is effective on the date of such enactment or thereafter. Renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the

academic year in which such notice was given. Service Provider may terminate this Agreement effective immediately upon written notice to School in the event Service Provider undergoes or is required to undergo a change that makes Service Provider, as determined in its sole judgment, financially unviable.

- 7.5 Real and Personal Property. Upon termination or expiration of this Agreement for any reason, all real and personal property leased by Service Provider to the School will remain the real and personal property and leases of Service Provider, unless assigned to the School by a written assignment between the Parties and all other personal property purchased by Service Provider with funds provided to Service Provider by the School pursuant to Section 4.1 above will be the personal property of the School provided that the School has fulfilled all payment obligations under Section 4.1 and any loan between the Parties. Notwithstanding the above, if any lease shall contain a buy-out or purchase option, the School shall have the right to exercise such option and purchase such equipment.
- 7.6 Return of Materials and Records. On the later of (a) five (5) business days after any termination or expiration of this Agreement for any reason, and (b) the effective date of termination as established in this ARTICLE VII, the School shall (i) assemble in a safe place all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the President of the Board shall certify to Service Provider in writing that the School has ceased use of any proprietary materials relating to the Educational Program and has deleted the materials from all databases and storage media maintained by the School. At Service Provider's direction, the School will promptly permit representatives of Service Provider or its Affiliate to pick up all such materials at a mutually agreeable location. Service Provider shall return to the School all student educational records and all School-titled equipment and material (if any). Notwithstanding the foregoing, in the event that the School closes for any reason, the Service Provider shall, if required by applicable law or regulation, instead transmit the educational records of each student to said student's school district of residence.
- 7.7 Obligations on Termination/Non-Renewal. In the event this Agreement is terminated by either Party for any reason, (a) the Service Provider shall assist and cooperate with the School in the transition of the Education Program which shall commence immediately upon notice by either Party of that Party's intent to terminate the Agreement early or upon notice by either Party to not renew the Agreement beyond the expiration date, and (b) School shall pay Service Provider all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination..

ARTICLE VIII. PROPRIETARY INFORMATION, OWNERSHIP AND LICENSE

- 8.1 Service Provider Proprietary Information and Ownership. The School acknowledges that Service Provider owns the intellectual property rights and interests in the Protocols, curriculum, learning systems, assessment systems and pedantic methods licensed to or utilized by the School during the Term (“*Service Provider Protected Materials*”) and to the name “ACCELTM” (such name being a trademark of Service Provider) and associated

logos. Service Provider retains all right, title and interest in and to the Service Provider Protected Materials and any related proprietary rights not expressly granted to the School hereunder. The School acknowledges and agrees that it has no intellectual or property interest or claims in the Service Provider Protected Materials or name, and has no right to use the Service Provider Protected Materials or name unless expressly agreed to in writing by Service Provider. In accordance with all laws and regulations, Service Provider shall have the right to install signs on or at the Office and Satellite Facilities, including under the name of the School, describing the services provided by Service Provider or its assignees, including "Educational Services Provided by ACCEL Schools." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

- 8.2 License. The Service Provider developed and owns proprietary rights to the Service Provider Protected Materials. The Service Provider hereby grants the School a limited, non-exclusive, non-transferable, non-sublicensable, revocable license to use the Service Provider Protected Materials in connection with the School during the Term. When this Agreement is terminated or expires, the license granted herein shall automatically terminate and the School shall immediately cease using the Service Provider Protected Materials on its signage, stationary, website, marketing materials and any other material or location it appears. The School may not use the Service Provider Protected Materials for any purpose other than strictly within the scope of the license granted in this Agreement without the prior written consent of the Service Provider.
- 8.3 School Ownership. The School owns the School name, "Virtual Preparatory Academy of Pennsylvania Cyber Charter School", and any associated design marks and logos the School develops ("*School Trademarks*"). The School also owns any policies, procedures and other intellectual property it creates and develops in connection with delivering the Educational Program provided such intellectual property does not constitute derivative works of Service Provider Protected Materials ("*School Protected Materials*"). Service Provider and its Affiliates shall only use the School Trademarks and School Protected Materials to fulfill their obligations under this Agreement during the Term or as otherwise permitted by this Agreement and the School. Upon termination or expiration of this Agreement, Service Provider and its Affiliates shall immediately cease using the School Trademarks and School Protected Materials.

ARTICLE IX. INDEMNIFICATION AND LIMITATIONS OF LIABILITIES

- 9.1 Indemnification of Service Provider. To the extent permitted by Commonwealth law, the School will indemnify, defend and save and hold Service Provider and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents (collectively, "*Representatives*") harmless against any and all third party claims, demands, suits or other forms of liability (any of which are a "*Claim*") (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct or negligence by the School or its Representatives; noncompliance by any of them with any agreements, covenants, or undertakings of the School contained in or made pursuant to this Agreement; any misrepresentations of the School contained in or made pursuant to this Agreement; any

action or omission by the School or its Representatives that results in injury, death or loss to person or property; and any violation by them of Commonwealth or federal law. In addition, the School will reimburse Service Provider, its Affiliates and their Representatives for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. Further, the Parties acknowledge and agree that Service Provider and its Affiliates shall have no liability or responsibility for activities of the School that occurred prior to the Start Date. This indemnification obligation shall survive the termination or expiration of this Agreement.

9.2 Indemnification of the School. Service Provider will indemnify, defend and save and hold the School and its Representatives harmless against any and all third party Claims (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct, or negligence of Service Provider, its agents, employees or assigns or noncompliance by Service Provider with any agreements, covenants, or undertakings of Service Provider contained in or made pursuant to this Agreement, and any misrepresentation of the Service Provider contained in or made pursuant to this Agreement. any action or omission by the Service Provider that results in injury, death or loss to person or property; and any violation by them of Commonwealth or federal law. In addition, Service Provider will reimburse the School for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. Further, the Parties acknowledge and agree that the School shall have no liability or responsibilities for claim against the Service Provider for unauthorized use of a service, product, or technology for technology products procured by the Service Provider for use with its contracted school or education entities, certain licensee modifications or combinations, or claims made against the Service Provider by its own Affiliates. This indemnification obligation shall survive the termination or expiration of this Agreement.

9.3 Defense. A Party seeking indemnification under this ARTICLE IX (the "*Indemnitee*") shall give notice to the indemnifying Party (the "*Indemnitor*") of a Claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same. The Indemnitor, with Indemnitee's consent, which shall not be unreasonably withheld, conditioned or delayed, shall be afforded the opportunity to undertake the defense of and to settle by compromise or otherwise any Claim for which indemnification is available under this ARTICLE IX. The Indemnitor's selection of legal counsel is subject to the Indemnitee's approval (which approval shall not be unreasonably withheld). If an Indemnitor so assumes the defense of any Claim, the Indemnitee may participate in such defense with legal counsel of the Indemnitor's selection and at the expense of the Indemnitor. Indemnitor may not settle any Claim against Indemnitee or otherwise consent to any final order or judgement regarding same if such settlement, final order or judgement includes an admission of wrongdoing in Indemnitee's or Affiliate's name unless Indemnitee or Affiliate, as applicable, consents in writing. If the Indemnitor, upon the expiration of the fifteen (15) days after receipt of notice of a Claim by the Indemnitee under this ARTICLE IX, has not assumed the expense of the defense thereof, the Indemnitee may thereupon undertake the defense thereof on behalf of, and at the risk and expense of, the Indemnitor, with all reasonable costs and expenses of such defense to be paid by the Indemnitor.

9.4 Limitations of Liabilities.

- (a) Immunities and Statutory Limitations. The School will assert all immunities and statutory limitations of liability in connection with any third-party Claims arising from its operations and will not waive any immunities or limitations without the prior written consent of Service Provider. Notwithstanding this ARTICLE IX, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the Parties.
- (b) MAXIMUM OBLIGATIONS. EXCEPT AS TO THE PARTIES' INDEMNIFICATION OBLIGATIONS, TO THE EXTENT PERMITTED BY LAW EACH PARTY'S MAXIMUM LIABILITY AND OBLIGATION TO THE OTHER PARTY AND THE EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM IS MADE. NEITHER PARTY, ITS AFFILIATES AND ALL OF THEIR OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS SHALL BE LIABLE FOR THE DEBTS, ACTS OR OMISSIONS OF THE OTHER PARTY, ITS AFFILIATES AND ANY OF THEIR OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS.
- (c) ECONOMIC DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, OR LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.
- (d) REASONABLENESS. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND SERVICE PROVIDER'S OR ITS AFFILIATES' REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST SERVICE PROVIDER HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER SERVICE PROVIDER IN BREACH OF THIS AGREEMENT.

9.5 Right of Set-Off. Either Party may, but shall not be obligated to, set off against any and all payments due the other Party under this Agreement, any amount to which the Party is entitled to be indemnified hereunder provided that there has been a final judicial determination thereof.

**ARTICLE X.
INSURANCE**

10.1 To the extent permitted by applicable law, the School's insurance coverage shall be

not only for the School, its directors, officers and employees, but shall also name Service Provider, its Affiliates and their respective Representatives as additional insureds under such policies. Upon Service Provider's request, the Board shall deliver to the Service Provider a copy of such policies.

- 10.2 Cooperation. Each Party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Agreement. Each Party will comply with any information or reporting requirements applicable to or required by the other Party's insurer(s), to the extent reasonably practicable.

ARTICLE XI. REPRESENTATIONS AND WARRANTIES

- 11.1 Representations and Warranties of Service Provider. Service Provider hereby represents and warrants to the School:
- (a) Service Provider is a duly formed limited liability company in good standing and is authorized to conduct business in the Commonwealth.
 - (b) To the best of its knowledge, Service Provider has the authority under applicable laws and regulations to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement.
 - (c) Service Provider's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.
 - (d) The services to be performed under this Agreement will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. SERVICE PROVIDER AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, SERVICE PROVIDER AND ITS AFFILIATES MAKE NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESIBILITY OF ANY WEBSITE, SYSTEM OR PROGRAM, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS, REGARDLESS OF THE REASON.
- 11.2 Representations and Warranties of the School. The School hereby represents and warrants to Service Provider:
- (a) The Charter (i) authorizes the School to operate and receive the Commonwealth, federal and local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the School with all authority and powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
 - (b) The School has the authority under applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Technology Services, Supplemental Programs, and all other services under this Agreement and

execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

- (c) The School's actions have been duly and validly authorized, and the School will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the School and the School has sufficient funds in the approved Budget to pay for such expenditures.
 - (d) The School is not in breach of the terms of the Charter.
 - (e) The School has no intellectual or property rights or claims in the curriculum or other educational materials provided by Service Provider or in the name "ACCEL™" and will make no such claims in the future.
 - (f) After the Effective Date the School shall not incur any indebtedness outside the ordinary course of business or enter into any factoring or other debt arrangements without the prior written consent of the Service Provider, which consent shall not be unreasonably withheld, conditioned or delayed.
- 11.3 Mutual Warranties. Each Party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XII. CONFIDENTIALITY AND NON-DISCLOSURE

- 12.1 Confidential Information. Without the prior written consent of the other Party, neither Party will at any time: (a) use for its own benefit or purposes or for the benefit or purposes of any other person, corporation or business organization, entity or enterprise; or (b) disclose in any manner to any person, corporation or business organization, entity or enterprise any trade secret, proprietary information, data, know-how or knowledge (including but not limited to curricula information, financial information, marketing information, cost information, vendor information, research, marketing plans, educational concepts and employee information), whether transferred in writing or other tangible form, or transferred orally, visually, electronically or by any other means, belonging to, or relating to the affairs of the other Party or any of its Affiliates (the "**Disclosing Party**") or received through association with the Disclosing Party (collectively, "**Confidential Information**"), whether the Confidential Information was received by the Receiving Party before or after the commencement of this Agreement. Confidential Information does not include information a Party receives (the "**Receiving Party**") and can show that it: (i) was known to the Receiving Party prior to its association with the Disclosing Party; (ii) had become available to the public other than by a breach of this Agreement by the Receiving Party; or (iii) was disclosed to the Receiving Party by a third person or entity that was not prohibited by a contractual, fiduciary or other legal obligation to the Disclosing Party from disclosing the Confidential Information. The Service Provider expressly recognizes and agrees that the School is subject to Pennsylvania Open Records Act under which any request

for covered records does not require previous notice to or approval from Service Provider.

- 12.2 Care and Authorized Use. Receiving Party will use at least the same degree of care to prevent unauthorized use and disclosure of Confidential Information as that Party uses with respect to its own confidential information (but in no event less than a reasonable degree of care); use Confidential Information only in performance of its obligations under this Agreement; and not disclose or grant access to such Confidential Information to any third party except on a need-to-know basis and based on a confidentiality agreement with terms at least as strict as those contained in this Agreement. This Agreement does not prohibit the Receiving Party from disclosing Confidential Information it is legally compelled to disclose by oral questions, interrogatories, requests for information or documents, subpoenas, investigative demands, judicial orders or similar process. However, if the Receiving Party is legally compelled to disclose any Confidential Information, the Receiving Party covenants to use its best efforts to provide the Disclosing Party with prompt written notice (not more than forty-eight (48) hours after learning it will be compelled to disclose) so that the Disclosing Party may seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this Agreement. In the event a protective order or other remedy is not obtained, or the Disclosing Party waives compliance with the provisions of this Agreement, the Receiving Party covenants to furnish only that portion of the Confidential Information that the Receiving Party is legally required to disclose, and to exercise its best efforts to obtain reliable assurance that the Confidential Information will be treated confidentially.
- 12.3 Survival. This ARTICLE 12 shall survive any expiration or termination of this Agreement.

ARTICLE XIII MISCELLANEOUS

- 13.1 Integration, Sole Agreement, and Third-Party Beneficiaries. This Agreement (together with any exhibits, schedules or documents referred to herein) is the entire agreement between the Parties, sets forth all of the promises, covenants, agreements, conditions and undertakings of the Parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings, negotiations, inducements or conditions, express or implied, oral or written, if any, between the Parties with respect to the subject matter hereof. Except as limited by Section 13.7 (Assignment) below, this Agreement shall be binding upon and is for the exclusive benefit of the Parties, and their respective affiliates, successors and permitted assigns, and not for the benefit of any third party, nor shall it be deemed to confer or have conferred any rights, express or implied, upon any other third party including a relationship in the nature of a third party beneficiary or fiduciary.
- 13.2 Force Majeure. If any circumstance should occur that is beyond the control of a Party and delays or renders impossible or impracticable performance as to the obligations of such Party, the Party's obligation to perform such obligations shall be postponed for a period

equal to the time during which such circumstance shall extend or, if such performance has been rendered impossible by such circumstance, shall be excused; provided, however, School's obligation to pay for services rendered shall re-commence upon the conclusion of the force majeure event. Such circumstances shall include, but are not limited to, disasters, acts of God, national emergencies, government regulations, pandemic, epidemic and/or disease or other acts beyond the control of the Parties. As soon as practicable, the Party experiencing a force majeure event shall notify the other Party about the event.

- 13.3 Governing Law, Jurisdiction and Waiver of Jury Trial. The laws of the Commonwealth of Pennsylvania, without regard to conflict of law principles, will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Agreement. Jurisdiction and venue are proper in the county in which the School Office is located. The Parties each waive any right to trial by jury in any litigation involving this Agreement, including breach, interpretation or performance thereof.
- 13.4 Construction. The Parties acknowledge and agree that this Agreement is the result of extensive negotiations between the Parties and their respective counsel, and that this Agreement shall not be construed against either Party by virtue of its role or its counsel's role in the drafting hereof. Paragraph captions or headings of various articles, sections and other subdivisions are used herein for convenience of reference only and are not intended to be used, nor shall they be used, in interpreting this instrument or modifying, defining or limiting any of the terms or provisions hereof.
- 13.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile signature pages as if such facsimile pages were originals.
- 13.6 Notices. Either Party may change the address to which notice to it, or copies thereof, shall be addressed by giving notice thereof to the other Party hereto in conformity with the following. All notices and other communications permitted or required by the terms of this Agreement shall be in writing and sent via any of the following methods to the Parties hereto at the addresses set forth below. Notice shall be deemed given: (a) upon receipt if sent by certified or registered mails, postage prepaid, return receipt requested, (b) on the day it is sent if by facsimile (with confirmation of transmission by sender's facsimile machine) and a copy simultaneously sent by nationally recognized overnight courier on a business day during normal business hours, or the next business day thereafter if sent on a non-business day or after normal business hours, (c) upon delivery if sent by personal delivery (with written confirmation of delivery), or (d) upon delivery if by sent by nationally recognized overnight carrier (with written confirmation of delivery). The addresses of the Parties are:

To:

Virtual Preparatory Academy of Pennsylvania Cyber Charter School

Attn: Board President

[address]

Facsimile:

With a copy to:

Patricia A. Hennessy, Esquire
Conrad O'Brien
1500 Market Street, Suite 3900
Philadelphia, PA 19102

To:

Accel Online Pennsylvania LLC
Attn: Chief Operating Officer
1650 Tysons Boulevard, Suite 600
McLean, VA 22102

With a copy to:

Pansophic Learning US LLC
Attn: General Counsel
1650 Tysons Boulevard, Suite 600
McLean, VA 22102

And legal@pansophiclearning.com

- 13.7 Assignment. Neither Party may assign this Agreement without the prior written consent of the other Party (which consent shall not be unreasonably withheld). Notwithstanding the foregoing, Service Provider may, without prior written consent from or notice to the School, assign this Agreement to its Affiliates or in connection with a merger, acquisition, asset sale or corporate reorganization.
- 13.8 Amendment and Cumulative Effect. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the School and signed by both the Board President or other authorized officer of the School and an authorized officer of Service Provider. The rights and remedies of the Parties hereto are cumulative and not exclusive of the rights and remedies that they otherwise might have now or hereafter, at law, in equity, by statute or otherwise.
- 13.9 Waiver and Delay. Except to the extent that a Party hereto may have otherwise agreed in writing, no waiver by that Party of any condition of this Agreement or breach by the other Party of any condition of this Agreement or breach by the other Party of any of its obligations or representations hereunder or thereunder shall be deemed to be a waiver of any other condition or subsequent or prior breach of the same or any other obligation or representation by the other Party, nor shall any forbearance by a Party to seek a remedy for any noncompliance or breach by the other Party be deemed to be a waiver by the first Party of its rights and remedies with respect to such noncompliance or breach.
- 13.10 Severability. If any term, condition or provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other terms, conditions

and provisions of this Agreement shall nevertheless remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to either Party. Upon such determination that any term, condition or provision is invalid, illegal or incapable of being enforced, the Parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Parties as closely as possible in an acceptable manner to the extent that the transactions contemplated hereby are fulfilled to the extent possible.

13.11 Assertion of Claims. No Party shall bring any claim relating to this Agreement beyond one year after the date on which the Party became aware, or should reasonably have become aware, of the facts giving rise to any alleged liability of the other Party and, in any event, no later than two (2) years after (a) the last day of the Term, or (b) the earlier termination of this Agreement for any reason. The provisions of the preceding sentence shall not apply to claims for payment of amounts due under the “Consideration” Section of this Agreement or loans.

13.12 Injunctive Relief and Dispute Resolution.

- (a) Injunctive Relief. The School acknowledges that the covenants set forth in Sections “Non-Solicitation/Non-Hiring”, “Proprietary Information and Ownership”, “License”, and “Confidentiality and Non-Disclosure” above are reasonable in scope and content and necessary to protect the Service Provider and its business interests. The School understands and agrees that the breach or threatened breach of Sections “Non-Solicitation/Non-Hiring”, “Proprietary Information and Ownership”, “License”, and “Confidentiality and Non-Disclosure” of this Agreement would give rise to the aggrieved Party suffering irreparable harm which harm would be inadequately compensable in money damages. Accordingly, in addition to any other remedies available to it, the aggrieved Party shall be entitled to a restraining order and/or an injunction prohibiting the breach or threatened breach of any provision, requirement or covenant of this Agreement, without the requirement of posting a bond, in addition to and not in limitation of any other legal remedies which may be available.
- (b) Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board’s president and Service Provider’s Chief Operating Officer or equivalent who shall have ten (10) business days to seek resolution of the matter. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following:
 - (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures herein; and
 - (ii) the relevant dispute is not resolved within the time periods provided herein.

To the extent such dispute remains unresolved after employing procedure above, each Party, upon providing the other with ten (10) calendar days’ notice of its intent to do so, may pursue their respective remedies available to them to resolve the dispute.

13.13 Survival on Termination or Expiration. The following Articles and/or Sections shall survive termination or expiration of this Agreement: Consideration and Supplemental Programs (to the extent they relate to amounts owing for periods through the expiration or termination of this Agreement); Non-Solicitation/Non-Hiring; Termination of Agreement (to the extent they relate to obligations after expiration and termination); Proprietary Information, Ownership and License; Indemnification and Limitations of Liabilities; Confidentiality and Non-Disclosure; Interpretation, Sole Agreement and Third Party Beneficiaries; Governing Law, Jurisdiction and Waiver of Jury Trial; Construction; Counterparts; Notices; Assignment; Amendment and Cumulative Effect; Waiver and Delay; Severability; Assertion of Claims; Injunctive Relief and Dispute Resolution; Survival on Termination or Expiration; payment obligations and any provision that, based on its nature, should survive.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Accel Online Pennsylvania LLC

**Virtual Preparatory Academy of Pennsylvania
Cyber Charter School**

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Appendix A

Accel Online Pennsylvania, LLC Fiscal Year 2022 Fee Schedule

Upfront Fees

Curriculum and Instructional Support Services	\$450 Charged per new enrollee at time student becomes eligible for billing to districts/state
Enrollment/Placement/Student Support Services	\$615 Charged per new enrollee at time student becomes eligible for billing to districts/state \$150 Charged per re-enrollee at time re-enrollment is completed
Student Technology Assistance Services	\$500 Charged per new enrollee at time student becomes eligible for billing to districts/state
Special Ed Program Support Services	\$300 Charged per new enrollee with an IEP at time enrollment is completed

Monthly Fees

Curriculum and Instructional Support Services	\$150 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Student Technology Assistance Services	\$100 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Enrollment/Placement/Student Support Services	\$45 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
School Operations Support Services	\$75 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
School Business Support Services	\$20 Charged per each student enrolled at the end of the month - maximum of 12 months for a full school year
Internal Reporting, Budgeting and Audit Support	\$6 Charged per each student enrolled at the end of the month - maximum of 12 months for a full school year
Special Ed Program Support Services	\$200 Charged per each student on an IEP at the end of the month - maximum of 9 months for a full school year
Professional Development Services	\$150 Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year
School Staff Support Services	\$500 Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year

Fixed Fee Services

Facilities Support Services	\$25,000 Charged per Location
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END OF FEE SCHEDULE

If the Board of Trustees requests Accel Schools to act as a pay agent for other products or services, Accel Schools will be reimbursed at cost (i.e., with no markup or profit added).

Office Supplies and Postage Copiers/Reproduction	Student Technology Support Stipend Payment Reimbursement
Student Testing and Assessment	Staff Training/Professional Development Travel and Conferences
Staff Recruiting	High Speed Internet, Phone, Facility Operating Expense Office Rent
Maintenance and Repair	Other School Operating Expenses Shown in the Budget

Note: Items under Student Technology Assistance Services and Curriculum and Instructional Support Services are provided to the school and its students for use during the school year. They remain the property of Accel Schools and/or its vendors

Appendix M

Virtual Preparatory Academy of Pennsylvania

Preliminary Startup and Operating Budget

This appendix includes:

- Budget Narrative
- Start-Up and Operating Budget

BUDGET NARRATIVE

Virtual Preparatory Academy of Pennsylvania

STUDENT ENROLLMENT & DEMOGRAPHICS

Enrollment & Grade Level Mix

Beginning in the 2021-22 school year, enrollment is projected to serve 500 students, with the school growing to a maximum enrollment of 2,500 students by 2025 -26.

In year one of operations, the Virtual Preparatory Academy of Pennsylvania will enroll students in grades K through 10, expanding in 2022-23 to serve grades K-11, and then serving all K-12 grades in 2023-24 and all subsequent years.

The enrollment and grade level mix are projected at:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	500	1,000	1,500	2,000	2,500
K-5	28%	23%	24%	24%	24%
6-8	36%	35%	35%	35%	35%
9-12	36%	42%	41%	41%	41%
Key Assumption:	Grades K-10	Grades K-11	Full K-12 Offering	Full K-12 Offering	Full K-12 Offering

Student Retention Rate

At the end of each school year, students either graduate from the school or decide to voluntarily leave. Based on anticipated retention efforts, the budget assumes a projected retention rate of 75%.

In-Year Gross Enrollments vs. Withdrawals

Throughout each school year, historical trends have shown that new students are enrolled throughout the school year, peaking July through September. This is partially offset by students who withdraw for a variety of reasons.

Student Demographics

Based on historical Pennsylvania data, we project the following student demographics at Virtual Preparatory Academy of Pennsylvania:

- Special Education: 12.5%
- English Language Learners: 5%
- Economically Disadvantaged: 49%

REVENUES

In the plan, for 2021-22, local revenues were calculated assuming a blended rate of \$10,500 per pupil and an incremental \$18,000 per pupil for general education and special education, respectively, with an annual increase of 2% for years 2022-23 and beyond.

Federal revenues were calculated based on per pupil rate assumptions. The budget used a Title I rate of \$225 and a Title II rate of \$28, starting in 2021-22 in addition to IDEA funding at a rate of \$900 per pupil, beginning in 2022-23.

BUDGET NARRATIVE

The budget includes a loan advancement to cover start-up expenses incurred before the school opens. The budget assumes an interest rate of 4% and assumes repayment in full by the end of 2022 -23.

COST & EXPENDITURES

Key Assumptions:

Expenditures are based on educated estimates of anticipated expenses, with most the school's expenses being variable (i.e. fluctuating with student enrollment). The variability largely relies on enrollment projections and subsequent staffing ratios.

Budget lines containing an asterisk signify that the service is provided by Accel Online Pennsylvania LLC, "Accel".

Budget assumes a 2.5% inflation increase year over year of all appropriate expenses.

Salary assumptions were based on Pennsylvania-specific market research and include year-round staffing needs.

Employee benefit budget assumptions include health benefits at 20% of salaries, payroll taxes at 10% of salaries and a 5% contribution rate for a retirement plan. Additionally, a 2.5% annual salary raise was budgeted for every staff member, as well as a \$20,000 initial bonus allocation for year 2021-22 staff members. This annual bonus allocation scales accordingly with staff in subsequent years beyond 2021-22.

Instructional Cost:

The Curriculum and Instructional Support Services* expense was calculated using the Accel Fee Schedule and includes:

- Core Curriculum
- Elective Courses
- CTE Courses
- Clubs & Activities & Special Events
- Advanced Placement (AP) Courses
- Supplemental Instructional Support Programs
- ACCEL Management Platform for Education (AMP)
- Synchronous Online Instructional Tools

Student Technology Assistance Services* expenditures were calculated using the Accel Fee Schedule and includes:

- Student Instructional Technology and Software
- Student Instructional Technology and Software Support

Parent and Student Activities Program Expenses are budgeted to cover expenses related to the parent/student-focused opportunities this unique school will offer including parent training and support, as well as the implementation of the service-learning program activities.

Student Testing and Assessment expenditures are budgeted to cover expenses associated with administering state assessments in multiple locations throughout Pennsylvania. This also covers the facility expenses involved, as well as the setup and maintenance of computers to administer state testing.

Extracurricular Activities expenses are budgeted to provide resources to students who elect to participate in associated activities.

Student Printers expenses cover the printers that each household will be eligible to use. It also, per Pennsylvania state requirements, covers the ink for each printer, at the request of the family. The budget assumes a 1.2 students per family for

BUDGET NARRATIVE

equipment and technology distribution.

The Student Technology Support Reimbursement expense covers the reimbursement that each family will receive for the full cost of internet service. It also considers the students who are enrolled during the summer months.

PASA Testing (Technology, Travel & Administration) covers the travel and other costs associated with unique Special Education annual testing.

IEP Management Software, Alternative Curriculum and Assistive Technology covers the software, curriculum, and technology costs directly associated with Special Education students.

Extended School Year (Staffing) covers the costs associated with the additional 5-6 weeks of summer teacher staffing that may be needed for some students.

The Special Ed Program Support Services* expense is calculated using the Accel Fee Schedule and includes:

- Special Education Protocol Development
- Special Education Training and Professional Development
- Special Education Oversight and Compliance Support
- Provide guidance on IEP Management Software
- Provide guidance on Assistive Technology Procurement
- Special Education Service Provider Coordination
- Accessibility Support
- 504 Plan Guidance
- At-Risk Population Support Services
- Homeless and Migrant Support
- School Counseling Support
- Gifted Program Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)

Support Services Cost:

The School Staff Support Services* expense is calculated using the Accel Fee Schedule and includes:

- Human Resources Support
- Staff Instructional Technology and Software

The Professional Development Services* expense is calculated using the Accel Fee Schedule and includes:

- Professional Development and Training for Teachers
- Pennsylvania-Specific Compliance Training

The Staff Training/Professional Development (Teachers) budgeted expense is in addition to what will be provided by Accel. This includes travel related expenses for teachers attending in person training events.

Travel and Conferences (Administrative & Board) expenses are for school leadership and board related travel and expenses.

The Enrollment/Placement/Student Support Services* expense was calculated using the Accel Fee Schedule and includes:

BUDGET NARRATIVE

- Community Outreach Support
- Enrollment Services
- Academic Placement Services
- Student Support Services (Student Advisors)
- Student Records Management

The School Operations Support Services* expense was calculated using the Accel Fee Schedule and includes:

- School Launch Support
- School Oversight
- School Leader Support and Development
- Accreditation Support
- Research and Analysis
- School Handbook Support
- External Reporting Support
- State Testing Support
- Accountability Support
- Grant Identification, Writing and Administration
- General Board Support
- Governance Training
- Purchasing Support

The Staff Recruiting expense covers direct sourcing in addition to recruiting services provided by Accel.

Legal Services, D&O Insurance, General Liability Insurance, Board Related Expenses, and Dues cover the expenses related to these items.

Office Supplies, Office Postage, and Copier/Reproduction expenditures are variable based on locations and are budgeted to increase as the school grows and satellite facilities are added.

Contracted Pupil Health Support are budgeted to cover expenses related to contracted school health and nursing services.

Business Cost:

The School Business Support Services* expense was calculated using the Accel Fee Schedule and includes:

- School Accounting Services
- School Financial Services
- Accounts Payable
- Federal Program Support
- Cash Flow Protection
- Insurance/Risk Management Support
- School Business Support

The budget also reflects the cost associated with Charter Choices, who will perform the below critical business services:

- District Billing Services
- The PDE, Federal Grant, and Tax Reporting
- Internal Controls and Accel Invoice Review
- Business Manager Services

BUDGET NARRATIVE

The External Audit expenditure will cover the cost of an independent CPA firm to conduct the audit.

Banking Fees cover expenses related to banking services.

Operation & Maintenance Cost:

Office Rent (including utilities) was budgeted for a primary facility in year one, with expansion into a new satellite office beginning in year three. The budget assumes expansion in Philadelphia (2023-24) and Pittsburgh (2024-25). Furniture, Fixtures and Equipment grows as the school adds locations.

Facility Support Services* expense was calculated using the Accel Fee Schedule and includes:

- Systems Administration
- Telecommunications Support
- Networking & Internet Connectivity
- Facilities Support Services

Maintenance and Repair, Internet, and Telephone were all budgeted on a per location basis.

In Person Covid-19 Health Measures were budgeted on a per location basis.

Debt Service:

Interest and Principal expenditures are related to the loan to support the startup period. Interest was calculated using a 4% rate, with repayment of debt beginning in year two.

Net Income & Fund Balance:

Projected Net Income of \$46K in 2021 -22, with the fund balance as a percent of revenue growing to 7% in year two, and continuing to improve through 2025-26.

Virtual Prep Academy of Pennsylvania Cyber Charter School				Start Up	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	
Account Codes	REVENUES									
6000		<u>Local</u>								
	6944		Receipts from other LEAs in PA (General)	-	4,987,500	10,176,508	15,573,131	21,183,639	27,014,471	
	6941		Receipts from other LEAs in PA (Special)	-	1,134,000	2,250,000	3,384,000	4,500,000	5,634,000	
6000		Total Local		-	6,121,500	12,426,508	18,957,131	25,683,639	32,648,471	
7000		<u>State</u>								
	7000		State Sources							
7000		Total State Sources		-	-	-	-	-	-	
8000		<u>Federal</u>								
	8511		IDEA	-	-	112,500	169,200	225,000	281,700	
	8514		Title 1	-	112,500	225,000	337,500	450,000	562,500	
	8515		Title 2	-	14,000	28,000	42,000	56,000	70,000	
8000		Total Federal		-	126,500	365,500	548,700	731,000	914,200	
9000		<u>Other Financing Sources</u>								
	9910		Advance	198,032	-	-	-	-	-	
9000		Total Other Financing Sources		198,032	-	-	-	-	-	
		TOTAL REVENUES		198,032	6,248,000	12,792,008	19,505,831	26,414,639	33,562,671	
		EXPENDITURES								
1000		<u>Instruction</u>								
1100		<u>General Instruction Programs</u>								
	100		Personnel Services-Salaries							
			General Instruction Programs: Teachers	-	650,000	1,418,780	2,586,127	3,866,909	5,607,361	
			Parent and Student Activities Coordinator	-	45,000	47,293	48,490	49,717	50,976	
	200		Personnel Services- Employee Benefits							
			General Instruction Programs: Benefits	-	139,000	293,214	526,923	783,325	1,131,667	
			General Instruction Programs: Retirement Fund	-	34,750	73,304	131,731	195,831	282,917	
			General Instruction Programs: Payroll Taxes	-	69,500	146,607	263,462	391,663	565,834	
	300		Purchased Professional & Technical Services							
			Curriculum and Instructional Support Services*	-	900,000	1,800,000	2,700,000	3,600,000	4,500,000	
			Student Technology Assistance Services*	-	737,500	1,260,525	1,778,375	2,368,100	2,912,400	
			Parent and Student Activities Program Expenses	-	20,000	41,013	63,076	86,231	110,517	
	500		Other Purchased Services							
			Student Testing and Assessment	-	75,000	153,797	236,536	323,365	414,439	
			Extracurricular Activities	-	20,000	41,013	63,076	86,231	110,517	
	600		Supplies							
			Student Printers	-	19,500	39,987	61,499	84,075	107,754	
			Student Technology Support Reimbursement	-	225,000	461,392	709,608	970,096	1,243,317	
			Bonuses (ALL FTEs)	-	20,000	38,636	64,091	91,364	124,545	
1100		Total General Instruction Programs		-	2,955,250	5,815,561	9,232,994	12,896,907	17,162,245	
1200		<u>Special Education Instruction Programs</u>								
	100		Personnel Services-Salaries							
			Director of Special Education	7,333	88,000	92,483	94,825	97,225	99,686	
			Manager(s) of Special Education	-	-	-	-	-	-	
			Special Education Teachers	-	157,500	331,049	565,715	870,055	1,189,440	
			ELL Lead Teacher	-	60,000	189,171	258,613	397,739	475,776	
	200		Personnel Services - Employee Benefits							
			Special Education Instruction Programs: Benefits	1,467	61,100	122,541	183,831	273,004	352,981	
			Special Education Instruction Programs: Retirement Fund	367	15,275	30,635	45,958	68,251	88,245	
			Special Education Instruction Programs: Payroll Taxes	733	30,550	61,270	91,915	136,502	176,490	
	300		Purchased Professional & Technical Services							
			PASA (Technology, Travel & Administration)	-	5,000	5,127	5,256	5,389	5,526	
			IEP Management Software	147	6,000	6,152	6,308	6,467	6,631	
			Alternative Curriculum	37	1,864	3,822	6,530	10,044	13,731	
			Assistive Technology	73	15,750	32,041	49,410	67,368	86,480	
			Extended School Year (Staffing)	-	5,553	5,693	5,838	5,985	6,137	
			Special Ed Program Support Services*	-	131,250	164,588	195,563	259,350	302,400	
			Special Education Direct Services	-	409,500	833,069	1,284,653	1,751,562	2,248,470	
1200		Total Special Education Instruction Programs		10,157	987,341	1,877,639	2,794,414	3,948,941	5,051,993	
1000		Total Instruction		10,157	3,942,591	7,693,200	12,027,408	16,845,848	22,214,238	

Virtual Prep Academy of Pennsylvania Cyber Charter School			Start Up	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
2000		Support Services						
2100		Support Services - Students						
	100	Personnel Services-Salaries						
		Manager(s) of Counseling	-	-	76,899	80,816	82,862	84,960
		Counselor(s)	-	130,000	136,623	210,123	359,070	368,160
		Gifted & Talented Coordinator	-	60,000	63,057	64,653	66,290	135,936
		Testing and Assessment Coordinator	-	-	15,380	16,163	16,572	33,984
		Attendance Officer	-	15,000	31,528	32,327	33,145	33,984
		Advisor(s)	-	45,000	141,878	145,470	149,152	254,880
	200	Personnel Services- Employee Benefits						
		Support Services - Students: Benefits	-	50,000	93,073	109,910	141,418	182,381
		Support Services - Students: Retirement Fund	-	12,500	23,268	27,478	35,355	45,595
		Support Services - Students: Payroll Taxes	-	25,000	46,536	54,955	70,709	91,190
2100		Total Student Support Services	-	337,500	628,243	741,895	954,574	1,231,071
2200		Support Services - Instructional Staff						
	300	Purchased Professional & Technical Services						
		School Staff Support Services*	-	99,000	189,000	315,000	450,000	616,500
		Professional Development Services*	-	29,700	56,700	94,500	135,000	184,950
		Staff Training / Professional Development (Teachers)	5,000	25,000	61,519	94,614	129,346	165,776
	500	Other Purchased Services						
2200		Total Support Services - Instructional Staff	5,000	153,700	307,219	504,114	714,346	967,226
2300		Support Services - Administration						
	100	Personnel Services-Salaries						
		Lead School Administrator - School Executive Director/CEO	-	-	-	-	161,683	165,776
		Lead School Administrator - Principal(s)	10,000	120,000	126,114	129,306	132,580	135,936
		Assistant Principal(s)	7,000	84,000	86,126	176,614	181,085	285,466
		Registrar(s)	-	40,000	42,038	43,102	44,193	45,312
		Administrative Assistant(s)	-	35,000	73,566	113,143	116,007	118,944
	200	Personnel Services- Employee Benefits						
		Support Services - Administration: Benefits	3,400	55,800	65,569	92,433	127,109	150,287
		Support Services - Administration: Retirement Fund	850	13,950	16,392	23,108	31,777	37,572
		Support Services - Administration: Payroll Taxes	1,700	27,900	32,784	46,217	63,555	75,143
	300	Purchased Professional & Technical Services						
		Enrollment/Placement/Student Support Services*	-	524,175	1,090,650	1,651,725	2,202,675	2,757,563
		School Operations Support Services*	-	337,500	675,000	1,012,500	1,350,000	1,687,500
		Staff Recruiting	7,500	3,750	3,845	3,942	4,042	4,144
		Legal Services	30,000	15,000	15,380	15,769	16,168	16,578
	500	Other Purchased Services						
		D&O Insurance	2,000	1,000	1,025	1,051	1,078	1,105
		General Liability Insurance	7,500	30,000	30,759	31,538	32,337	33,155
		Travel and Conferences (Admin)	2,000	10,000	51,266	78,845	107,788	138,146
	600	Supplies						
		Board Related Expenses	3,750	15,000	15,380	15,769	16,168	16,578
		Office Supplies	-	15,000	15,380	31,538	48,505	49,733
		Office Postage	6,750	4,500	7,690	15,769	24,252	24,866
		Copiers / Reproduction	5,000	-	5,127	10,513	16,168	16,578
	800	Other Objects						
		Dues	-	3,000	3,076	3,154	3,234	3,316
2300		Total Support Services - Administration	87,450	1,335,575	2,357,167	3,496,037	4,680,405	5,763,696
2400		Pupil Health						
	300	Purchased Professional & Technical Services						
		Contracted Pupil Health Support	-	6,000	12,304	18,923	25,869	33,155
2400		Total Pupil Health	-	6,000	12,304	18,923	25,869	33,155

Virtual Prep Academy of Pennsylvania Cyber Charter School			Start Up	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
2500		Business						
	300	Purchased Professional & Technical Services						
		Contracted Business Manager Services		24,000	24,485	24,979	25,484	25,999
		School Business Support Services*	-	120,000	240,000	360,000	480,000	600,000
		External Audit	-	20,000	20,506	21,025	21,558	22,103
		Internal Reporting, Budgeting and Audit Support*	-	36,000	73,823	113,537	155,215	198,931
		Internal Controls	-	12,000	24,480	36,720	48,960	61,200
		PDE, Federal Grant, and Tax Reporting	-	24,000	48,960	73,440	97,920	122,400
		District Billing Services	-	36,000	73,440	110,160	146,880	183,600
	800	Other Objects						
		Banking Fees	1,200	1,200	1,200	1,200	1,200	1,200
2500		Total Business	1,200	273,200	506,894	741,062	977,217	1,215,433
2600		Operation and Maintenance of Plant Services						
	100	Personnel Services-Salaries						
		Operations Manager	-	-	-	-	-	-
	200	Personnel Services- Employee Benefits						
		Business: Benefits	-	-	-	-	-	-
		Business: Retirement Fund	-	-	-	-	-	-
		Business: Payroll Taxes	-	-	-	-	-	-
	400	Purchased Property Services						
		Office Rent (including utilities)	30,000	70,000	82,025	84,102	86,231	88,414
		Satellite Facilities Rent (including utilities)	-	-	-	68,333	140,125	143,672
		Facility Support Services*	-	25,000	25,000	50,000	75,000	75,000
		Maintenance and Repair	625	4,375	5,127	10,513	16,168	16,578
	500	Other Purchased Services						
		High Speed Internet	3,000	21,000	24,608	50,461	77,608	79,572
		Telephone	3,000	21,000	24,608	50,461	77,608	79,572
		In Person Covid-19 Health Measures	-	10,000	10,253	21,025	32,337	33,155
	600	Supplies						
		Furniture, Fixtures and Equipment	57,600	2,400	20,000	60,000	20,000	20,000
	700	Property						
		Depreciation - Furniture and Equipment	-	-	-	-	-	-
2600		Total Operations and Maintenance of Plant Services	94,225	153,775	191,620	394,894	525,076	535,963
2000		Total Support Services	187,875	2,259,750	4,003,446	5,896,926	7,877,487	9,746,543
5000		Other Expenditures and Financing Uses						
5100		Debt Service / Other Expenditures and Financing Uses						
		Interest	-	-	15,843	-	-	-
		Principal	-	-	198,032	-	-	-
5100		Total Debt Service / Other Expenditures and Financing Uses	-	-	213,874	-	-	-
5000		Total Other Expenditures and Financing Uses	-	-	213,874	-	-	-
TOTAL EXPENDITURES			198,032	6,202,341	11,910,520	17,924,334	24,723,335	31,960,781
NET INCOME			-	45,659	881,488	1,581,497	1,691,304	1,601,890
FUND BALANCE			-	45,659	927,146	2,508,644	4,199,948	5,801,838
FUND BALANCE % OF TOTAL REVENUE			0%	1%	7%	13%	16%	17%

Accel Schools, LLC Fiscal Year 2022 Fee Schedule

Upfront Fees

Curriculum and Instructional Support Services	\$450 Charged per new enrollee at time student becomes eligible for billing to districts/state
Enrollment/Placement/Student Support Services	\$615 Charged per new enrollee at time student becomes eligible for billing to districts/state
	\$150 Charged per re-enrollee at time re-enrollment is completed
Student Technology Assistance Services	\$500 Charged per new enrollee at time student becomes eligible for billing to districts/state
Special Ed Program Support Services	\$300 Charged per new enrollee with an IEP at time enrollment is completed

Monthly Fees

Curriculum and Instructional Support Services	\$150 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Student Technology Assistance Services	\$100 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Enrollment/Placement/Student Support Services	\$45 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
School Operations Support Services	\$75 Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
School Business Support Services	\$20 Charged per each student enrolled at the end of the month - maximum of 12 months for a full school year
Internal Reporting, Budgeting and Audit Support	\$6 Charged per each student enrolled at the end of the month - maximum of 12 months for a full school year
Special Ed Program Support Services	\$200 Charged per each student on an IEP at the end of the month - maximum of 9 months for a full school year
Professional Development Services	\$150 Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year
School Staff Support Services	\$500 Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year

Fixed Fee Services

Facilities Support Services	\$25,000 Charged per Location
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END OF FEE SCHEDULE

If the Board of Trustees requests Accel Schools to act as a pay agent for other products or services, Accel Schools will be reimbursed at cost (i.e., with no markup or profit added).

Office Supplies and Postage Copiers/Reproduction	Student Technology Support Stipend Payment Reimbursement
Student Testing and Assessment	Staff Training/Professional Development Travel and Conferences
Staff Recruiting	High Speed Internet, Phone, Facility Operating Expense Office Rent
Maintenance and Repair	Other School Operating Expenses Shown in the Budget

Note: Items under Student Technology Assistance Services and Curriculum and Instructional Support Services are provided to the school and its students for use during the school year. They remain the property of Accel Schools and/or its vendors

Appendix N

Virtual Preparatory Academy of Pennsylvania

Facility Proposal

This appendix includes:

- Facility Proposal
- Space Layout



RSR REALTORS®
3 LEMOYNE DRIVE, SUITE 100
LEMOYNE, PA 17043

PROPOSAL TO LEASE

1. Name of Lessor: DRG Northwoods Crossing RI, LLC
2. Name of Lessee: Virtual Preparatory Academy of Pennsylvania Cyber Charter School, a Pennsylvania non-profit corporation
3. Address of Subject Property: 1800 Linglestown Road, Suite 302 and 304, Harrisburg PA 17110
4. Approximate size and/or measurements of space: 4,376+/- SF
5. Rental:
 - (A) Aggregate for Term of Lease: \$418,190.01 (5-year term)
 - (B) Rental per Annum per Square Foot: \$18.00
 - (C) Monthly Rental: \$6,564.00
 - (D) Annual Rental: \$78,768
 - (E) Commencement Date: 07/01/2021
 - (F) Occupancy Date: 07/01/2021
 - (G) Expiration Date: 06/30/2026
 - (H) Escalations: 3% annual escalations

6. Final Draft of lease to be executed on or before:

7. Security Deposit: Equal to one month's rent

Options: Two, 5 year options

8. Who Pays for: L= Lessor T= Lessee * prorate share
- | | |
|---|--|
| (1) Heat_____ L _____ | (8) Common Area Maintenance_____ L _____ |
| (2) Electricity_____ L _____ | (9) Structural and Roof Repairs_____ L _____ |
| (3) Water/Sewer_____ L _____ | (10) Interior Repairs_____ L _____ |
| (4) Air Cond._____ L _____ | (11) Alterations_____ L _____ |
| (5) R.E. Taxes_____ L _____ | (12) Trash Removal_____ L _____ |
| (6) Bldg. and Flood Insur._____ L _____ | (13) Janitorial Service_____ T _____ |
| (7) HVAC repairs_____ L _____ | (14) Snow removal/LawnMaint.:_____ L _____ |

9. Type of use allowed: professional office
10. Sublease Provision: with prior written approval of Lessor, which will not be unreasonable withheld.
11. Provisions for Parking: In common
12. Lease shall always be subordinate to a mortgage.
13. The attached Addendum (if any) forms a part of this Proposal to Lease and is hereby incorporated herein by reference thereto.
14. Finishing/Build Out Specs/Allowance: Landlord will contribute \$15 per SF toward the TI.
15. This proposal subject to contingencies on attached sheet, if any: _____

This is a proposal only, not a binding agreement. Its purpose is to facilitate negotiations pursuant to a formal, binding lease agreement. It is further understood that neither party is bound to the above proposals until said proposals are included in a lease agreement and said agreement is executed by Lessor and Lessee. This proposal will expire on _____.

LESSOR ACCEPTANCE:

LESSEE ACCEPTANCE:

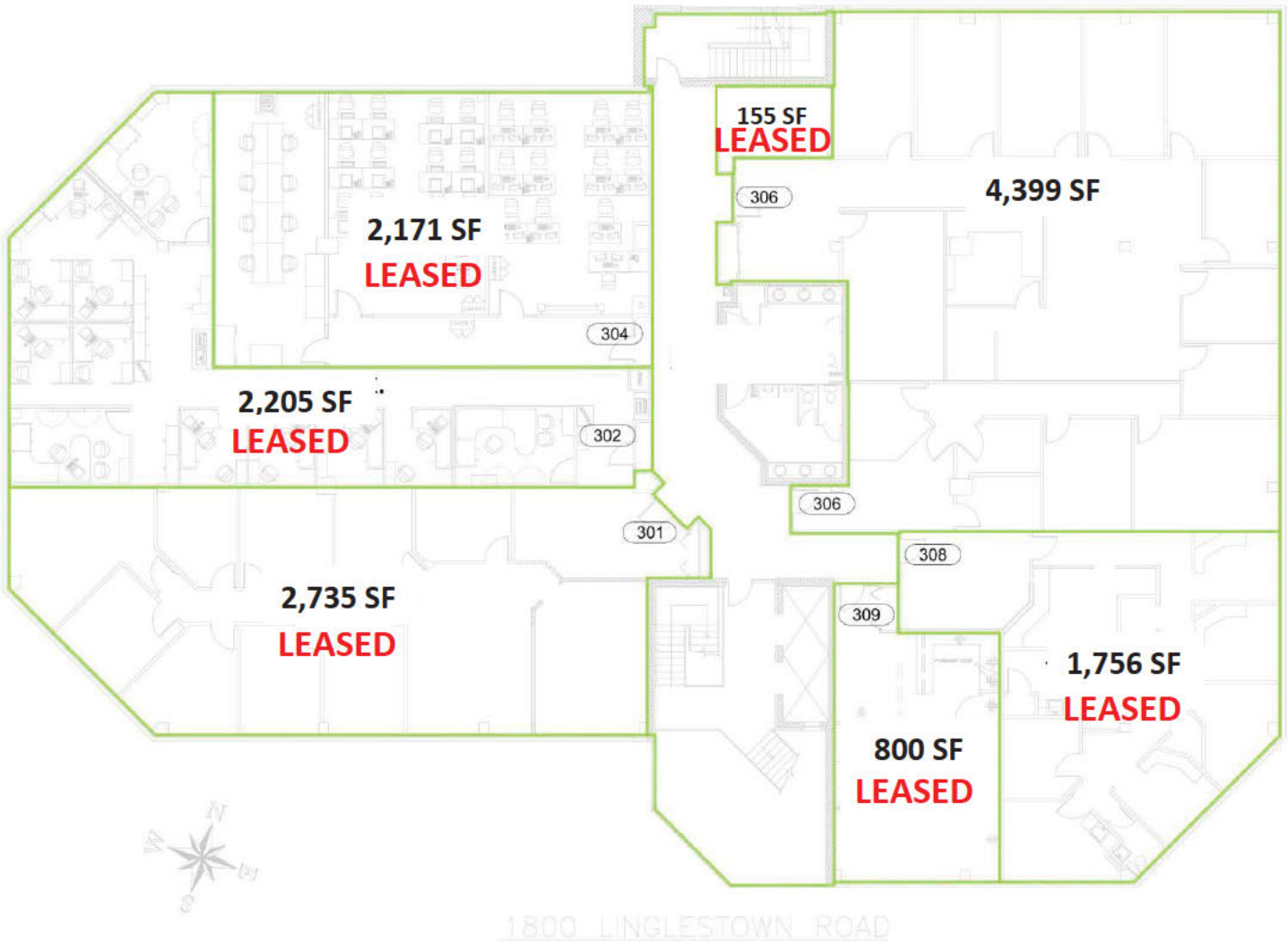
Witness

Witness

Date _____

Date _____

Third Floor



The information, though deemed reliable, is herein not warranted and is subject to correction, revision, verification and change without notice. RSR REALTORS®, its agents and employees assume no liability for any errors or omissions, change of price, prior sale or lease, other unforeseen conditions or withdrawal without notice. RSR REALTORS® is working on behalf of the seller/lessor unless otherwise stated

APPENDIX O

BOARD POLICIES

These draft policies will be used as the basis of school policies and are subject to modification by the Board of Trustees.

If the charter application is approved, these will be modified to reflect Virtual Preparatory Academy of Pennsylvania's mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these policies could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These policies are not intended to conflict with charter requirements.

1. Admissions Policy
2. Employment and Clearance Review Policy
3. Enrollment Policy
4. Evaluation and Reevaluation Policy
5. Finance Purchases Subject to Bid
6. Mandatory Reporting
7. Student Anti-Bullying
8. Student Attendance and Punctuality
9. Student CIPA
10. Student Conduct and Discipline
11. Student Disciplinary Exclusions and Hearing
12. Student Truancy Policy
13. Student Internet Access & Reimbursement Policy
14. Student Technology Policy

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Admissions Policy

Purpose

The Board of Trustees of the Virtual Preparatory Academy of Pennsylvania recognizes that all resident children in Pennsylvania qualify for admission to Virtual Preparatory Academy of Pennsylvania as follows:

As a cyber charter school, Virtual Preparatory Academy of Pennsylvania shall not discriminate in its admission policies or practices on the basis of intellectual ability, or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.

Virtual Preparatory Academy of Pennsylvania will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and does not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The school leader or his/her designee shall serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

As a cyber charter school, Virtual Preparatory Academy of Pennsylvania may limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as service learning.

As a cyber charter school, Virtual Preparatory Academy of Pennsylvania may establish reasonable criteria to evaluate prospective students, which shall be outlined in Virtual Preparatory Academy of Pennsylvania's Charter.

If more students apply to Virtual Preparatory Academy of Pennsylvania than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by Virtual Preparatory Academy of Pennsylvania. However, Virtual Preparatory Academy of Pennsylvania may give preference in enrollment to a child of an individual who has actively participated in the development of the cyber charter school and to siblings of students presently enrolled in Virtual Preparatory Academy of Pennsylvania.

Children from across the Commonwealth of Pennsylvania may enroll on a space-available basis, and the student's district of residence shall permit the student to attend Virtual Preparatory

Academy of Pennsylvania.

The Board of Trustees authorizes Virtual Preparatory Academy of Pennsylvania as follows:

Virtual Preparatory Academy of Pennsylvania will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to Virtual Preparatory Academy of Pennsylvania.

Applications for student slots must be submitted by a deadline that will be established and made known by Virtual Preparatory Academy of Pennsylvania.

If more students submit applications than can be accommodated by the school's capacity—class, grade, etc., a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families.

All students whose enrollment forms were filed by the enrollment deadline will be separated by grade. A lottery will only be held for a particular grade level if more applications are received than can be accommodated for that grade level.

Priority for available spaces shall be:

1. Students whose parents actively participated in the development of Virtual Preparatory Academy of Pennsylvania.
2. Students who have at least one sibling currently enrolled in Virtual Preparatory Academy of Pennsylvania.
3. Students who do not fall into paragraphs 1 or 2.

Within ten days after the lottery has been held, a mailing will be sent to all applicants regardless of their status. This status letter will indicate either that the student has been enrolled or that the student has been placed on the waiting list and the student's place on the waiting list.

The lottery will be conducted at a public board meeting and will be presided over by the President of the Board of Trustees or another member of the Board of Trustees designated for that purpose. A waiting list will be maintained in the order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received.

Students are allowed to withdraw from Virtual Preparatory Academy of Pennsylvania at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at another school. The district of residence will be notified by Virtual Preparatory Academy of Pennsylvania when a student withdraws.

No tests will be administered to students in order to determine eligibility for admission.

Students who have been expelled from another school because their behavior reflected concerns for their personal safety, or for the safety of others, will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

Adopted this _____ day of _____, 2020

President

Secretary

DRAFT

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Employment Background Checks and Clearance Policy

The Board of Trustees of the Virtual Preparatory Academy of Pennsylvania (“Charter School”) places substantial responsibility for the effective management and operation of the charter school with its administrative, professional and support employees. The charter school is committed to ensuring the safety of the students in its care by employing only those individuals who have demonstrated compliance with the Pennsylvania School Code and the Child Protection statutes.

Pre-Employment Requirements

All applicants for employment at the Virtual Preparatory Academy of Pennsylvania, including student teachers/interns, substitute teachers, and independent contractors and their employees, but excluding employees who do not have direct contact with students, must undergo state and federal background checks. Background checks shall be no more than one (1) year old at the time of application. Administrators shall make and keep a copy of the original background checks. The copy shall include the date copied and the name of the administrator who saw the original.

Direct contact with children is defined as care, supervision, guidance or control of children or routine interaction with children.

Applicants for employment are required to produce five (5) original documents for verification prior to employment:

- Pennsylvania State Criminal History Record (Act 34)
- Child Abuse Report (Act 151)
- Federal (FBI) Criminal History Report (Act 114)
- Arrest / Conviction and Certification Report (Act 24)
- Sexual Misconduct / Abuse Disclosure Release (Act 168)

The charter school shall conduct an employment history review in compliance with state law prior to issuing an offer of employment to a candidate. Failure to accurately report required information shall subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. The charter school may use the information for the purpose of evaluating an applicant’s fitness to be hired or for continued employment and may report the information as permitted by law.

Before the charter school may offer employment to an applicant who would be employed by or in the charter school in a position involving direct contact with children, the charter school shall:

- (1) Require the applicant to provide:
 - (i) A list, including name, address, telephone number and other relevant contact

information of the applicant's:

- (A) Current employer.
- (B) All former employers that were school entities.
- (C) All former employers where the applicant was employed in positions that involved direct contact with children.

(ii) A written authorization that consents to and authorizes disclosure by the applicant's current and former employers of the information requested under paragraph (2) and the release of related records and that releases those employers from liability that may arise from such disclosure or release of records.

(iii) A written statement of whether the applicant:

- (A) has been the subject of an abuse or sexual misconduct investigation by any employer, State licensing agency, law enforcement agency or child protective services agency, unless the investigation resulted in a finding that the allegations were false;
- (B) has ever been disciplined, discharged, nonrenewed, asked to resign from employment, resigned from or otherwise separated from any employment while allegations of abuse or sexual misconduct as described in clause (A) were pending or under investigation, or due to an adjudication or findings of abuse or sexual misconduct as described in clause (A); or
- (C) has ever had a license, professional license or certificate suspended, surrendered or revoked while allegations of abuse or sexual misconduct as described in clause (A) were pending or under investigation, or due to an adjudication or findings of abuse or sexual misconduct as described in clause (A).

The charter school will conduct a review of the employment history of the applicant by contacting those employers listed by the applicant above and requesting the information described in the written authorization.

The charter school will check the eligibility for employment or certification status of any applicant for a position involving direct contact with children to determine whether the applicant holds valid and active certification appropriate for the position and is otherwise eligible for employment and whether the applicant has been the subject of public professional discipline.

The charter school will inquire whether the Department of Education has received notification of pending criminal charges against the applicant.

Information received under this section shall not be deemed a public record for the purposes of the act of February 14, 2008 (P.L.6, No.3), known as the "Right-to-Know Law."

Each candidate shall report, on the designated form, arrests and convictions as filed on the form. Candidates shall likewise report arrests and convictions that occur subsequent to initially submitting the form. Failure to accurately report such arrests and convictions may, depending on the nature of the offense, subject the individual to denial of employment, termination if already hired, and/or criminal prosecution.

A candidate shall not be employed until s/he has complied with the mandatory background check requirements for state and federal criminal history and child abuse clearance and the charter school has evaluated the results of that screening process.

A list of the enumerated offenses and employment bans related to class of conviction is

attached as Exhibit A.

Substitute Employees

For substitute employees, the employment history review required by this section shall be required only prior to the initial hiring of a substitute employee or placement on the charter school's approved substitute list and shall remain valid as long as the substitute employee continues to be employed by the charter school or remains on the charter school's approved substitute list. An employment history review conducted upon initial hiring of a substitute employee by an independent contractor, intermediate unit or any other entity that furnishes substitute staffing services to school entities shall satisfy the requirements of this section. An independent contractor, intermediate unit or any other entity furnishing substitute staffing services to school entities shall comply with the provisions of subsection (i)(3) and (4).

Independent Contractors

For employees of independent contractors, the employment history review shall be performed, either at the time of the initial hiring of the employee or prior to the assignment of an existing employee to perform work for the charter school in a position involving direct contact with children. The review shall remain valid as long as the employee remains employed by the same independent contractor, even if assigned to perform work at other school entities.

An independent contractor shall maintain records documenting employment history reviews for all employees as required by law. The charter school shall request all of the required clearances and checks from the independent contractor from which an employee is assigned to perform work. Prior to assigning an employee to perform work for the charter school in a position involving direct contact with children, the independent contractor shall inform the charter school of any instance known to the independent contractor in which the employee:

- (i) was the subject of any abuse or sexual misconduct investigation by any employer, State licensing agency, law enforcement authority or child protective services agency, unless such investigation resulted in a finding that allegations are false;
- (ii) has ever been disciplined, discharged, nonrenewed, removed from a substitute list, asked to resign from employment, resigned from or otherwise separated from any employment while allegations of abuse or sexual misconduct as described in subparagraph (i) were pending or under investigation, or due to an adjudication or findings of abuse or sexual misconduct as described in subparagraph (i); or
- (iii) has ever had a license, professional license or certificate suspended, surrendered or revoked while allegations of abuse or sexual misconduct as described in subparagraph (i) were pending or under investigation, or due to an adjudication or findings of abuse or sexual misconduct as described in subparagraph (i).

The independent contractor may not assign the employee to perform work for the charter school in a position involving direct contact with children where the charter school objects to the assignment after being informed of an instance listed above.

Miscellaneous

Nothing in this policy shall prevent Virtual Preparatory Academy of Pennsylvania as a

prospective employer from conducting further investigations of prospective employees or from requiring applicants to provide additional background information or authorizations beyond what is required by law nor to prevent it as a former employer from disclosing more information than what is required under this section.

Delegation of Responsibility

The Head of School/Chief Executive Officer or designee shall develop administrative guidelines for employment of staff, in accordance with Board policy and state and federal laws and regulations.

The Head of School/Chief Executive Officer or designee shall seek recommendations from former employers and others in assessing the candidate's qualifications. Recommendations and references shall be retained confidentially and for official use only.

The Head of School/Chief Executive Officer or designee will inventory the date of all existing clearances, establishing an age-tracking system going forward, and prepare notices to employees of the date of expiration.

Clearances

Clearances must be obtained every 60 months. Timelines for renewed clearances are based upon the date of each individual clearance.

Persons employed prior to Dec. 31, 2014 are required to obtain updated clearances as follows:

- Within 60 months of the date of the most recent clearance;
- By Dec. 31, 2015, if the clearance is older than 60 months; or
- By Dec. 31, 2015, if they have not received a clearance because they were employed in the same position and were not required to obtain a clearance under prior law.

For individuals that received clearances prior to 2008 and were not required to obtain the FBI clearance, the three required clearances would be obtained consistent with the timeframes above. Therefore, if either of the individual's Child Abuse and State Police Clearances were obtained within the past 60 months, all three clearances must be obtained within 60 months of the date of the most recent clearance. If all clearances were obtained more than 60 months ago, all three clearances must be obtained by Dec. 31, 2015.

The applicant or employee is responsible for paying the cost of the required clearances.

The charter school will maintain copies of the required information and require the individual to produce the original documents prior to employment or acceptance to serve in any such capacity, except provisional employees for limited periods

Child abuse history clearance information is confidential and may not be released to other individuals.

Any person who obtained their clearances may transfer or provide services in another capacity within the charter school without submitting new clearances as long as the person's clearances are current.

Provisional Hiring Period for Employees

Individuals may be employed for a single period, not to exceed 90 days if all of the following conditions are met:

- The applicant has applied for the three required clearances and they provide a copy of the completed forms to their employer.
- The employer has no knowledge of information pertaining to the applicant which would disqualify him from employment.
- The applicant swears or affirms in writing that he is not disqualified from employment pursuant to the grounds for denying employment in § 6344 (c) of the Child Protective Services Law or has not been convicted of an offense of a similar nature to those crimes under the laws or former laws of the United States, or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the Commonwealth.
- The applicant is not permitted to work alone with children and must work in the immediate vicinity of a permanent employee.

To the extent that anything in this policy could be construed to conflict with applicable state and federal laws, the state and federal laws apply.

ADOPTED this day _____ of _____, 2020

President

Secretary

DRAFT

EXHIBIT A

24 P.S. Section 1-111 *et seq* precludes the employment of individuals who have been convicted of certain enumerated felony offenses

- **criminal homicide**
- **aggravated assault**
- **stalking**
- **kidnapping**
- **unlawful restraint**
- **rape**
- **statutory sexual assault**
- **involuntary deviate sexual intercourse**
- **sexual assault**
- **institutional sexual assault**
- **aggravated indecent assault**
- **indecent assault**
- **indecent exposure**
- **incest**
- **concealing death of child**
- **endangering welfare of children**
- **dealing in infant children**
- **prostitution and related offenses**
- **obscene and other sexual materials and performances**
- **corruption of minors**
- **sexual abuse of children**
- **an offense designated as a felony under The Controlled Substance, Drug, Device and Cosmetic Act.**
- **Luring a child into a motor vehicle or structure**
- **Sexual intercourse with an animal**
- **Unlawful contact with a minor**
- **Solicitation of minors to traffic drugs**
- **Sexual exploitation of children**
- **An offense similar in nature to those crimes listed above for which a person was convicted under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of this Commonwealth.**

In addition to the lifelong ban as enumerated above, the new criminal background check provision adds a **ten year ban of employment** if the criminal history record indicates that the prospective employee has been convicted of a felony offense of the first, second or third degree (other than the above-cited enumerated offenses). An employee is only eligible for employment ONLY if a period of ten years has elapsed from the date of expiration of the sentence for the offense.

If the conviction is for a misdemeanor of the first degree, the person shall be eligible for prospective employment only if a period of five (5) years has elapsed from the date of expiration of the sentence for the offense.

If the criminal background check reveals that the person has been convicted of more than one offense graded as a misdemeanor of the first degree of driving under the influence of alcohol or a controlled substance, the employee is precluded from employment in a school for three years from the expiration of the sentence from the most recent offense.

In order to comply with any concerns regarding the constitutionality of any ban from employment in a school due to a conviction as discussed in any section above, school entities should continue to apply the employment prohibitions contained in Section 111 of the Pennsylvania School Code on a case-by-case basis, with student safety serving as the paramount consideration.

If a school official may employ such an individual if, after a due diligence investigation of the facts surrounding an offense and in consultation with its legal counsel, concludes in good faith that the application of Section 111 to an individual would violate the Pennsylvania Constitution as interpreted by a Pennsylvania court.

In making this determination, it is critical that a school official carefully consider the nature of the offense as it relates to student safety and the person's suitability for school employment, when the offense occurred, and the person's current position.

It is also of utmost importance that school officials document their determination not to apply the statute to the employee or candidate. Documentation must describe the process employed by school officials, their findings, and their analysis as to the constitutionality of applying Section 111 to the employee or candidate. A determination that the application of Section 111 would be unconstitutional as applied to a particular individual must be supported by a written opinion from the school's legal counsel.

In considering the constitutionality of the application of Section 111 to a particular individual, PDE would expect school officials and their legal counsel to consider several important factors. Primary among the factors is the nature of the particular offense. In particular, school officials should consider whether the nature of the particular crime is such that the individual poses a danger specifically to school students or is otherwise unsuitable for school employment. This factor would be most paramount as to an employee or candidate convicted of a sexual offense, especially an offense involving sexual, physical or verbal abuse against a child.

In addition, school officials to consider the following additional factors:

- ☐ The time period that has elapsed since the offense.
- ☐ Whether the offense was an isolated single event or was repeated.
- ☐ The presence or absence of a subsequent criminal history.
- ☐ The nature of the person's current position and whether the offense bears a relationship to the current position.
- ☐ Whether the person was employed at a school when the crime occurred.
- ☐ Whether the conduct occurred on the property of a school.

- ☐ The employee's employment record with the school.
- ☐ Any evidence of rehabilitation provided by the employee or prospective employee since the conviction for the applicable offense.

NOTE: In considering the nature of the offense, PDE believes that offenses that implicate the safety of children (e.g., sexual, physical or verbal abuse or violence against children) would presumptively necessitate a ban on employment regardless of when the offense occurred.

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Enrollment Policy

Purpose

The Board of Trustees of Virtual Preparatory Academy of Pennsylvania (“Charter School”) recognizes that its enrollment policy must reflect current requirements of the Pennsylvania Public School Code and 22 Pa. Code, Chapter 11. Therefore, Virtual Preparatory Academy of Pennsylvania, as a public charter school, complies with these enrollment procedures to ensure that both resident and eligible non- residents are promptly enrolled through the policy provisions set forth below.

Entitlement to Education

The Charter School refers to its Student Admission/Process policy by reference. Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. Resident students include those residing with their parent(s) and non-resident students living with a Pennsylvania school district resident who is supporting the child gratis and seeking enrollment. After registration to the school, the Charter School will request the required enrollment documentation. Once the required enrollment documentation described below is provided, Charter School must enroll a student and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of Charter School’s receipt of the required documents, if a space exists.

Required Enrollment Documentation

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), a Pennsylvania school district resident, or any other person having charge or care of the child, Charter School shall require that the following information be documented before enrolling the child and allowing the child to attend school:

1. Proof of the child's age

Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

2. Immunizations required by law

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of Residency

Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, or Department of Transportation identification card. While more than one form of residency confirmation may be required, the Charter School should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on Homeless Students for guidance in that situation.

4. Parent Registration Statement

A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity. Charter School may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. However, Charter School may wait to enroll a student until a current period of expulsion has expired.

5. Home Language Survey

All students seeking first time enrollment in a school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

Documents Which May Be Requested But Not As a Condition of Enrollment -

Items Which May Be Requested

Although Charter School may ask for any of the information below, Charter School may not require it as a condition of enrolling or admitting a child and a child's enrollment or attendance may not be delayed until these documents are provided. Among the documents that Charter School may request are: picture identification, health or physical examination records, academic records, attendance records, Individualized Education Program, and other special education records. In addition, a school district may not require that a physical examination be conducted as a condition of enrollment.

Registration Form

A registration form, filled out by families for student enrollment, may include the following: name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the student is living, emergency contact information, former school information, and

other locally required information. Failure to complete this form will not be made a condition of the student's enrollment. However, the Charter School will require that the student's parent or guardian fill out the Charter School Enrollment Notification required for a local school district to process the Charter School's per pupil allocation.

Documentation Required From Other Sources

Charter School is also entitled by law to receive information on an enrolling student from the previous school, public, charter, nonpublic or private, which the student attended. However, the provision of this information rests with the educational entity and not the family, and so, Charter School, as the receiving local educational agency, will not require this information as a precondition to enrollment and will not delay a student's admission for lack of this information.

Student Education Records

Upon enrollment, Charter School contacts the student's former school for a copy of the student's education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by Charter School. School districts shall enroll students within 5 business days regardless of receipt of records from the previous districts.

Disciplinary Records

Whenever a pupil transfers to another Pennsylvania school entity or nonpublic school, a certified copy of the student's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the student has transferred should request the record. The sending school entity or nonpublic school shall have 10 days from receipt of the request to supply a certified copy of the student's disciplinary record. Failure to receive the student's discipline record cannot be used to deny or delay the student's enrollment or school attendance. The school may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

Prohibited Requests - Items Which May Not Be Requested

For both enrollment and also for residency determinations, Charter School will not request or require any of the following: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding. A child's right to be admitted to school may not be conditioned on the child's immigration status. Charter School will not inquire as to the immigration status of a student as part of the admissions process.

Student Classifications for Education Entitlement

- Resident Students and Court Orders or Custody Agreements

Charter School may require a parent/guardian to provide a custody or dependency order when

the child is being enrolled at Charter School pursuant to parent relying on court order or custody agreement as the basis for enrollment.

Charter School will not require a custody order or agreement as a condition of enrollment in any circumstances other than the circumstance specified above.

- Students Living With a Resident Adult other than a Parent

When a child is living with an adult other than a parent, who is supporting the child without personal compensation, (gratis) the child may attend the public schools of that adult's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled Required Enrollment Documentation. In addition, before accepting the child as a student, Charter School shall require the resident to file only one of the following:

1. A sworn and notarized statement from the resident of the school district indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling), or

2. Appropriate legal documentation to show dependency or guardianship, which may include a custody order. Charter School may require other information to be submitted by the resident to substantiate the sworn statement. The natural parent(s) or former guardian(s) of the student may not be required to provide information. Once the requested information is provided, Charter School will enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days, if a space exists pursuant to the school's Admission Policy

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

- Foster Children

While the Public School Code provisions governing nonresident children placed in foster care are not applicable to charter schools pursuant to the Pennsylvania Charter School Law, the Charter School will use such Public School Code provisions for guidance in such situations in conjunction with consultation with the Charter School's legal counsel.

- Nonresident Children Living in Facilities or Institutions

A child living in a district in which there is located a licensed shelter, group home, maternity home, residence, facility, orphanage or other institution for the care or training of children or adolescents, shall be admitted to that district's schools if living at or assigned to the facility or institution. If the school district or residence of a child living at or assigned to a facility or institution cannot be determined, but the child is determined to be a resident of the

Commonwealth, the child shall be permitted to attend the public schools of the district. This includes a child placed by the child's resident parents or guardians at a facility or institution and subsequently abandoned or deserted.

- Emancipated Minors

An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll at Charter School without any additional assistance from an adult.

- Homeless Students

The Charter School will ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of homeless children and youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth."

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, Charter School administration will consult with the respective county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement."

Homeless youth are entitled to immediate enrollments, if a space exists pursuant to the Admissions Policy and their families are not required to prove residency regarding school enrollment. These students are considered residents of the district where they are presently residing, or continue their education in the district of prior attendance.

- Pre-Adoptive and Adoptive Students

The Federal Adoption Assistance Program, among other things, provides for adoption assistance payments to encourage the placement of certain hard-to place children with adoptive parents. Pennsylvania has adopted companion legislation, known as the Adoption Opportunities Act. Children living with pre-adoptive parents who are receiving adoption assistance subsidies, pre-adoptive foster payments, or other payments such as Supplemental Security Income (SSI) or Transitional Assistance for Needy Families (TANF), are entitled to

attend school in the school district in which the pre-adoptive parents reside. Notwithstanding receipt of any of the above payments, children living in pre-adoptive situations are considered residents of the school district in which their pre-adoptive parents reside. Children living with adoptive parents are entitled to all free school privileges accorded to resident school children of the respective school district.

- School-Age Children of Military Personnel

When Pennsylvania residents who are military personnel are deployed and their school age children are living with relatives or family friends in a school district for that period of time, the students are entitled to attend school in the school district in which they are residing.

Other Issues Related To Enrollment

- Address Confidentiality Program (ACP)

Some families may enroll a student using an ACP card which lists a post office box as their address. This is their legal address and Charter School will not require additional information about their residence. School records from the student's former school will be forwarded through the ACP.

- Age

Children are considered school age from the time they are admitted to the public charter school's educational program until graduation from high school or the age of 21 if identified pursuant to the Individuals with Disabilities Education Act of 2004. The age of admission for the Virtual Preparatory Academy of Pennsylvania is age 5 years and seven months– which age must be obtained before September 1st of the requested school year.

Charter School will not refuse admission to a child who meets the age requirement. Students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a Graduation Equivalency Diploma ("GED"), the student can enroll in school and work towards a diploma.

For subsidy purposes, students who reach age 21 after the school term begins are eligible to be counted for the entire school term. The Department of Education will accept requests to allow students to be counted in membership for subsidy purposes for an extended school program beyond age 21 if the request includes a hearing officer decision or court order.

- Children and Families with Limited English Proficiency

Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per applicable federal law.

- Twins and Multiple Siblings

While the Public School Code provision governing twins and multiple siblings is not applicable to charter schools pursuant to the Pennsylvania Charter School Law, the Charter School will use

the Public School Code provision for guidance in such situations in conjunction with consultation with the Charter School’s legal counsel.

Submitting Enrollment Complaints to the Department Of Education

When a dispute arises regarding enrollment of a student, the person attempting to enroll the child or Charter School may bring the dispute to the attention of the Department’s School Services Unit. A complaint may be filed by mail, email or by phone with written follow up. After receipt of a complaint, a Department representative will contact Charter School, family or other involved parties to determine the facts, whether the child is entitled to enrollment at Charter School and to try to resolve the problem. These contacts, whenever possible, will occur within five (5) days of receipt of the complaint. If the complaint is not amicably resolved, a written determination will be made and sent to Charter School and the individual who filed the complaint.

If Charter School does not enroll the student within five (5) school days after receiving the written determination and space exists pursuant to the school’s Admissions Policy, the Department will issue a letter to Charter School requesting its position on the situation. Charter School will have five (5) school days to respond to the request. If Charter School refuses to enroll the student or does not respond, the matter will be forwarded to the Department’s Office of Chief Counsel (OCC). The OCC and the Deputy Secretary for Elementary/Secondary Education will determine if Charter School’s response is valid to deny enrollment. If not, the Deputy Secretary will determine what additional measures may be necessary to assure enrollment.

Written Policies

Charter School’s written policy on student admission is a public record and will be posted to the school’s website.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Adopted this _____ day of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Evaluation and Reevaluation Policy

In accordance with applicable state and federal regulations, the Board of Trustees of the Virtual Preparatory Academy of Pennsylvania (“Charter School”) recognizes that in order to properly identify a student as eligible, the Charter School must have a process and procedures in place and therefore, directs as follows:

That the Charter School adopts this policy which sets forth procedural requirements for Evaluations and Reevaluations which are necessary to identify specific learning disabilities in accordance with its application for charter. To determine that a child has a specific learning disability, the Charter School shall address whether the child does not achieve adequately for the child’s age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child’s age or State-approved grade-level standards:

- (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading fluency skills.
 - (vi) Reading comprehension.
 - (vii) Mathematics calculation.
 - (viii) Mathematics problem solving.
- (2) Use one of the following procedures:
- (i) A process based on the child’s response to scientific, research-based intervention, which includes documentation that:
 - (A) The student received high quality instruction in the general education setting.
 - (B) Research-based interventions were provided to the student.

(C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of:

- (i) A visual, hearing or orthopedic disability.
- (ii) Mental retardation.
- (iii) Emotional disturbance.
- (iv) Cultural factors.
- (v) Environmental or economic disadvantage.
- (vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The IEP Team, which consists of a group of qualified professionals and the student's parents, reviews the evaluation materials to determine whether the child is a child with a disability. The Team shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. Other professionals include hearing or visual specialists, a medical doctor, and occupational, physical or speech therapists. The evaluation must include information from the child's teacher(s), such as the results of informal tests and narrative statements describing the student's strengths and needs and also verbal and written input from the parent(s) as to the student's medical, social and academic history and observations from the home.

The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60-calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not

be counted. The evaluator shall prepare and sign the full report of the evaluation containing information such as: a clear explanation of the testing and assessment results; a complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format; a complete summary of all information obtain or reviewed from sources other than testing conducted by the evaluator; and specified recommendations for educational programming and/or placement, if necessary.

Parents may request an evaluation at any time, and the request must be in writing. The Charter School shall make the Permission to Evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the Charter School, that individual shall provide a copy of the Permission to Evaluate form to the parents within 10-calendar days of the oral request.

Copies of the Evaluation Report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP Team, unless this requirement is waived by a parent in writing.

Reevaluations

Once the child has been identified as being eligible for special education, the child must be reevaluated to determine whether the child's needs have changed. A Reevaluation must be conducted every three years. An exception to this is if a child has mental retardation. For students who have been determined to have mental retardation, reevaluations must occur every two years.

The Reevaluation process begins with a review of existing evaluation data by the IEP Team, which once more includes the parents. The IEP Team shall also include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.

The information the IEP Team must review includes, but is not limited to, existing evaluation data, evaluations and information provided by the parents, current classroom-based assessments and observations, observations by teachers and services providers, and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum.

At the end of the review, the IEP Team concludes either that no additional data are needed to determine continued eligibility for special education and related services, or that there is a need for additional data.

When additional data is needed to complete a Reevaluation to determine whether the child continues to be a child with a disability and still in need of special education, Charter School officials must also obtain written permission through a formal Permission to Re-Evaluate form. However, if the Charter School has made "reasonable attempts" to get permission and has failed to get a response, it may proceed with the Reevaluation.

Reasonable attempts must consist of:

- Documented Telephone calls
- Registered (return receipt required) and First Class Mail letters to the parents
- Visits to the home or parents' place of business

The reevaluation time line will be 60-calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

Copies of the reevaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing.

All evaluations (whether an initial evaluation or a reevaluation) needed to determine a child's eligibility for special education services must be provided by the Charter School at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP Team will be provided free by the Charter School.

The Head of School/Chief Executive Officer or his/her designee is directed to implement all procedures in accordance with this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Purchases Subject to Bid Policy

Purpose

It is the policy of the Board of Trustees ("Board") to advertise and obtain competitive bids for products and services where such bids are required by law or where such bids may be believed to bring about a cost saving to Virtual Preparatory Academy of Pennsylvania ("Charter School").

1. All construction, reconstruction, repairs, maintenance or work of any nature upon any school building or upon any school property or upon any building or portion of building, made by Charter School where the entire cost, value, or amount of such construction, reconstruction, repairs, maintenance or work, including labor and material is in excess of Eighteen Thousand Five Hundred Dollars (\$18,500.00) shall be done under separate contracts to be entered into by Charter School with the lowest responsible bidder, under proper terms, after due public notice has been given asking for competitive bids.
2. Written or telephonic price quotations from at least three (3) qualified and responsible contractors shall be requested by the Board for all contracts that exceed four thousand dollars (\$4,000.00) or, in lieu of price quotations, a memorandum shall be kept on file showing that fewer than three (3) qualified contractors exist in the market area within which it is practicable to obtain quotations. A written record shall be made of these quotations and shall contain the date of the quotation; name of contractor; contractor's representative; the construction, reconstruction, repair, maintenance or work of the quotation. The written price quotations, records or telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.
3. Any construction, reconstruction, repairs or work of any nature, where the entire cost or value, including labor and material, is less than Five Thousand Dollars (\$5,000.00) may be performed by Charter School's own maintenance personnel. The Board may authorize the Secretary of the Board or Head of School/Chief Executive Officer to award contracts for construction, reconstruction, repairs or work of any nature, where the entire cost or value, including labor and materials, is Eighteen Thousand Five Hundred Dollars (\$18,500.00) or less, without soliciting competitive bids, subject, however, to the provisions set forth above in paragraph number 2.
4. As required by code, every contract for construction, reconstruction, alteration, repair, improvement or maintenance of public works shall comply with the provisions of the Act of March 3, 1978, known as the "Steel Procurement Act."
5. No person, consultant, firm or corporation contracting with Charter School for purposes of rendering personal or professional services to Charter School shall share with any Charter School Board member or employee, and no Charter School Board member or

employee shall accept, any portion of the compensation or fees paid by Charter School for the contracted services provided to Charter School except under the following terms and conditions:

- a. Full disclosure of all relevant information regarding the sharing of the compensation or fees shall be made to the Board.
 - b. The Board must approve the sharing of any fee or compensation for personal or professional services prior to the performance of said services.
 - c. No fee or compensation for personal or professional services may be shared except for work actually performed.
 - d. No shared fee or compensation for personal or professional services may be paid at a rate in excess of that commensurate for similar personal or professional services.
6. Charter School is prohibited from evading the provisions of this policy as to advertising for bids or purchasing materials or contracting for services piecemeal for the purpose of obtaining prices under Eighteen Thousand Five Hundred Dollars (\$18,500.00).

Responsibility

1. Bid specifications shall be approved by the Board before being published.
 - a. The Public School Code requires Charter School to comply with the Pennsylvania Prevailing Wage Act. This Act requires every public entity to ensure that the prevailing wage rates are paid to workers employed on any construction, reconstruction, demolition, alteration, or repair work in excess of Twenty-Five Thousand Dollars (\$25,000.00). The prevailing wages, as determined by the Department of Labor and Industry, must be incorporated into the bidding specifications and the final contract for any work that falls under the Pennsylvania Prevailing Wage Act.
2. The Board recognizes that emergencies may occur when imminent danger exists to persons or property or the continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action in accordance with the Pennsylvania School Code. Such emergency must be declared by the Board and stated by resolution at an emergency meeting which does not require public notice pursuant to the Sunshine Act.
3. Whenever a contractor shall submit a bid for the performance of work and the contractor later claims a mistake, error or omission in preparing said bid, the contractor shall, before the bids are open, make known the fact and in such case the bid shall be returned unopened and the contractor may submit a revised bid proposal at the discretion of Charter School or the contractor may lose the right to bid if circumstances as determined by the Board require.
4. Bids shall be opened by the Board Secretary and/or an appointed Board Member at the

next regularly scheduled Board Meeting after the closing date of the bids. The Board shall accept the bid of the lowest responsible bidder, kind, quality, and material being equal, but shall have the right to reject any and all bids, or select a single item from any bid.

5. There are exceptions to contracts or purchases which do not require advertising, bidding or price quotations and are set forth at 16 Pa.C.S.A. sec. 1802(h) and include but are not limited to professional service contracts involving professional expertise (ie., medical, legal, architects, engineers, CPAs) and specifically those involving construction management services.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this _____ day of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Mandatory Child Abuse Reporting Policy

Purpose: Virtual Preparatory Academy of Pennsylvania strives to safeguard the well-being of its students. As a result, this Mandatory Child Abuse Reporting Policy addresses VPAPA's employee mandatory reporting obligations when child abuse is suspected; describes what to report; and details how to make a report.

Scope: This policy describes the mandatory child abuse reporting obligation for all employees and this policy applies to all programs, activities or services occurring on the premises of VPAPA's facility(ies) and VPAPA-sponsored activities occurring on or off campus.

For purposes of this policy, the following definitions apply:

A "Minor" or a "Child" means any individual under 18 years of age.

An "Employee," any individual employed by VPAPA, and independent contractor of VPAPA, or any individual who provides a program, activity, or service- sponsored by VPAPA, whether paid or unpaid.

These individuals include staff and instructional staff members (including faculty), independent contractors, and volunteers of the School.

Basic Reporting Duty

Any Employee, who has reasonable cause to suspect that a student or minor on school property or participating in a school-sponsored activity has been the victim of child abuse shall immediately report the suspected abuse consistent with this policy. This is a mandatory reporting obligation.

Authority: This policy is consistent with requirements of the Pennsylvania Child Protective Services Law (CPSL), which can be found at 23 Pa. Cons. Stat. 6301, et seq.

What Must Be Reported

You must report child abuse you have reasonable cause to suspect. Child abuse, according to the CPSL, means intentionally, knowingly or recklessly doing any of the following:

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.

3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
 - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one year of age.
 - d. Forcefully slapping or otherwise striking a child under one year of age.
 - e. Interfering with the breathing of a child.
 - f. Causing a child to be present during the operation of a methamphetamine laboratory, provided that the violation is being investigated by law enforcement.
 - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known: i. is required to register as a Tier II or III sexual offender; ii. has been determined to be a sexually violent predator; or iii. has been determined to be a sexually violent delinquent child.
9. Causing the death of the child through any act or failure to act.

"Recent" is defined as any act of child abuse committed within the previous two years. Sexual abuse, serious mental injury, serious physical neglect and deaths have no time limit.

How to Make a Report

In the interest of protecting the safety and welfare of a child, any uncertainty about whether reporting is required or whether abuse has actually occurred should always be resolved in favor of making a report. Employees should not investigate, or attempt to obtain proof, or try to solicit information from the child. This responsibility lies with the Pennsylvania Department of Human Services. If the child you would like to report is in immediate danger, please call 911 immediately.

Follow these steps to make an immediate and direct report of suspected child abuse to the Pennsylvania Department of Human Services and to School:

1. **SUBMIT AN ONLINE REPORT** (preferred method): to the Pennsylvania Department of Human Services at www.compass.state.pa.us/cwis. OR **CALL**: Pennsylvania's ChildLine at 800-932-0313 (alternative method). Please Note: If you call ChildLine, you must also submit a written report within 48 hours;

2. CALL: Any employee who makes a report must also report to the Head of School/Chief Executive Officer, who serves as the School's designee for receiving reports of child abuse reports. The Head of School/Chief Executive Officer will inform the appropriate school officials in order to ensure the safety of the School community.

Upon receiving a report made under this policy, the Head of School/Chief Executive Officer will ensure that a report is made to the Pennsylvania Department of Human Services and local law enforcement by either requiring confirming documentation that the employee has already reported the suspected abuse or by assuming the responsibility and assuming the legal obligation to ensure that a written report is made to the Pennsylvania Department of Human Services. The Head of School/Chief Executive Officer may not make an independent determination of whether to report. If the Head of School/Chief Executive Officer assumes the responsibility, the Head of School/Chief Executive Officer will notify the reporting employee to confirm that the School's report was made.

Confidentiality of Reports

Reports made directly to the Pennsylvania Department of Human Services' ChildLine and Abuse Registry can be made anonymously. In order to ensure that the School gives the suspected abuse appropriate and immediate attention, employees are also required to report suspected abuse internally as described above. Reports will be handled with discretion and in cooperation with the Pennsylvania Department of Human Services and local authorities.

Non-Retaliation

Any person who makes a good faith report of child abuse must not be subjected to retaliation in any form. Retaliation will be considered a violation of School policy and will result in serious disciplinary action, up to or including dismissal.

Immunity from Liability

Under the Pennsylvania CPSL, any person who makes a good faith report of child abuse or who participates in a subsequent investigation in good faith will have immunity from civil and criminal liability that might otherwise result from such actions.

Failure To Report

A failure by an employee under this policy to report suspected child abuse is a violation of this policy and may result in disciplinary review. Also, criminal penalties exist for a mandated reporter, as defined by the Pennsylvania CPSL, who willfully fails to report child abuse. The penalties can range from a misdemeanor up to a felony.

Under the Pennsylvania CPSL (23 Pa. Cons. Stat. 6301, et seq.), the following adults are considered mandated reporters and are required to report suspected child abuse if they have reasonable cause to suspect that a child is a victim of child abuse:

- A person licensed or certified to practice in any health-related field under the jurisdiction of the Department of State.

- A medical examiner, coroner or funeral director.
- An employee of a health care facility or provider licensed by the Department of Health, who is engaged in the admission, examination, care or treatment of individuals.
- A school employee.
- An employee of a child-care service who has direct contact with children in the course of employment.
- A clergyman, priest, rabbi, minister, Christian Science practitioner, religious healer or spiritual leader of any regularly established church or other religious organization.
- An individual paid or unpaid, who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service, accepts responsibility for a child.
- An employee of a social services agency who has direct contact with children in the course of employment.
- A peace officer or law enforcement official.
- An emergency medical services provider certified by the Department of Health.
- An employee of a public library who has direct contact with children in the course of employment.
- An individual supervised or managed by a person listed above, who has direct contact with children in the course of employment.
- An independent contractor who has direct contact with children.
- An attorney affiliated with an agency, institution, organization or other entity, including a school or regularly established religious organization that is responsible for the care, supervision, guidance or control of children.
- A foster parent.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Anti-Bullying Policy

Purpose

The Board of Trustees (“Board”) of Virtual Preparatory Academy of Pennsylvania (“Charter School”) recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying and cyberbullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and Charter School’s ability to safely educate its students in a safe environment. Therefore, in order to ensure and promote a safe learning environment, it shall be the policy of Charter School to maintain an educational environment that is intolerant of bullying and cyberbullying in any form.

Since students learn by example, school administrators, faculty, staff and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect and to refuse to tolerate bullying and cyberbullying. This policy pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes with the educational process at Charter School.

Definitions

Bullying and Cyberbullying are defined as an intentional electronic, written, verbal or physical act, or a series of acts:

1. directed at another student or students;
2. which occurs in a “school setting”, or occurs outside of school and Charter School reasonably forecasted that the outside-of-school conduct would materially interfere with or substantially disrupt the educational process or program in the school, and the outside-of-school conduct does in fact materially interfere with or substantially disrupt the educational process or program in the school;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
 - substantially interfering with a student’s education;
 - creating a threatening environment; or
 - substantially disrupting the orderly operation of the school.

Bullying and cyberbullying shall encompass acts that occur outside a school setting if those acts meet the requirements found in (1), (3) and (4) listed above.

School Setting shall mean in Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and technology, on Charter School’s server or

Charter School's electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially interferes with or substantially disrupts the educational process in the school is also subject to this policy.

Cyberbullying

Cyberbullying is often seen by sending harmful or cruel material, text messages and/or images or engaging in other forms of social aggression and bullying using the Internet, cell phones, personal digital assistants ("PDAs") or other technology resources.

All students, staff, volunteers and contractors shall comply with Charter School's Acceptable Use and Internet Safety Policy, which is required under the Children's Internet Protection Act ("CIPA"), and review Charter School's Social Media and Networking Guidelines Policy when using any technology resources.

Cyberbullying via the Internet is seen through the use of any one or more of a number of methods, including, but not limited to:

- Email sent to the intended victim;
- Blog entries regarding the intended victim;
- Posts on social networking websites, including, but not limited to, Facebook, Instagram, SnapChat, or Twitter;
- Posting victim's pictures on the Internet or networking websites with derogatory phrases or questions attached to them;
- Using instant messaging tools to harass victims;
- Creating an Internet parody of the intended victim;
- Creating fake Internet profiles for the victim on a public website;
- Creating or accessing an unauthorized website which harasses or bullies the victim;
- Using camera phones and/or digital cameras to take embarrassing photographs of students and/or staff and posting them online;
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Cell phones are also often used for cyberbullying for things such as calling or text messaging the victim and/or using a victim's cell phone to text or call another victim using harassing language.

The use of the Internet or Charter School email does not necessarily have to involve the creation of the offensive materials. Rather, the person creating the offensive material may do it on a home computer and then use Charter School's computers to take such actions as accessing it, viewing it, displaying it for others to see, disseminating copies of it to others or otherwise publicizing the contents.

Charter School strictly prohibits the above conduct and any conduct by any student or staff that creates or intends to create an intimidating, threatening, offensive or hostile learning environment.

Guidelines

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of Charter School, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying and cyberbullying can bolster these types of behaviors, Charter School prohibits both active and passive support for acts of bullying and cyberbullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the Head of School/Chief Executive Officer or his/her designee of Charter School.

Reporting Procedures

Any student who feels he or she has been bullied or cyberbullied shall have the right to file a complaint of such bullying. Complaints should be reported to the Head of School/Chief Executive Officer or his/her designee. Complaints may also be reported directly to a teacher, guidance counselor, or other administrator who shall immediately report the incident to the Head of School/Chief Executive Officer or his/her designee in order to protect the alleged victim and for prompt investigation.

Any staff who sees any incidents of bullying or cyberbullying must immediately report the incident(s) to the Head of School/Chief Executive Officer or his/her designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. It shall be the responsibility of the Head of School/Chief Executive Officer or his/her designee to investigate promptly and thoroughly any and all bullying and cyberbullying complaints received or referred by other individuals and to make recommendations based upon the investigation. The investigation is to be commenced within three (3) school days after a report of any bullying is received.

The Board of Trustees requires the Head of School/Chief Executive Officer or his/her designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyberbullying, the totality of circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated. If the investigation results in a substantiated charge of bullying and/or cyberbullying, Charter School shall take prompt corrective action to ensure the bullying and/or cyberbullying ceases and will not reoccur.

Reports to the Head of School/Chief Executive Officer or his/her designee may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Head of School/Chief Executive Officer or his/her designee shall immediately notify the parent or guardian of the perpetrator of the bullying and the parent or guardian of the

victim of the bullying of the alleged incident.

Consequences for Violations

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or cyberbullying may range from positive behavioral interventions up to and including in school or out of school suspension from Charter School or expulsion or other disciplinary removal from Charter School, in the case of a student, or suspension or termination in the case of an employee, as set forth in Charter School's student Code of Conduct or Employee Handbook.

In some cases, bullying and/or cyberbullying may constitute criminal activity and the Police Department will be notified. This may lead to a criminal investigation and criminal charges against the student or staff.

Consequences for a student who commits an act of bullying and/or cyberbullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with Charter School's student code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

The following intervention strategies for protecting victims may be followed as needed:

- Supervise and discipline offending students fairly and consistently;
- Provide adult supervision at Charter School testing sites or other sites used by Charter School, at any activity sponsored, supervised or sanctioned by Charter School during any breaks, lunch times, bathroom breaks and in the hallways during times of transition;
- Maintain contact with parents and guardians of all involved parties;
- Provide counseling for the victim if assessed that it is needed;
- Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying and/or cyberbullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; and
- Check with the victim daily to ensure that there have been no incidents of retaliation from the offender or other parties.

Retaliation Prohibited

The Board of Trustees strictly prohibits retaliation or reprisal against any person who reports bullying and/or cyberbullying incidents. Retaliation includes, but it is not limited to, any form of intimidation, reprisal or harassment used against a person who reports, in good faith, incident(s) of bullying and/or cyberbullying. Disciplinary action against any person who retaliates or engages in reprisals for reporting such behavior(s) may include sanctions up to and including expulsion or suspension for students and termination for staff engaging in such prohibited conduct. The consequences and appropriate remedial action shall be determined after consideration of the nature, severity, and circumstances of the act.

False Accusations

The Board of Trustees prohibits any person from falsely accusing another of bullying and/or

cyberbullying. The consequences and appropriate remedial action for a student found to have falsely accused another of bullying and/or cyberbullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for an employee found to have falsely accused another of bullying and/or cyberbullying shall be in accordance with Charter School policies, procedures, and agreements.

Annual Distribution of Information

The Board of Trustees requires Charter School officials to annually disseminate the policy to all school staff, students, volunteers, independent contractors and parents along with a statement explaining that it applies to all applicable acts of bullying and cyberbullying that occur in Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and/or technology, on Charter School's server or Charter School's electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student or staff's out of school conduct that materially and substantially interferes with the educational process in Charter School is also subject to this policy.

Charter School is required to post this policy on its website and make the policy available in every classroom. This policy shall also be posted at a prominent location within every Charter School building where such notices are usually posted. Charter School shall ensure this policy and its procedures for reporting bullying and cyberbullying incidents are reviewed with students and staff within ninety (90) days after its adoption and, thereafter, a minimum of one (1) time per school year.

Compliance

As required by the Federal Broadband Data Improvement Act of 2008, Charter School shall educate elementary and secondary school aged students with computer access to the Internet about appropriate online behavior, including online interaction with other individuals on social networking websites, such as Facebook, Instagram, SnapChat, and Twitter, and in chat rooms and educate them regarding cyberbullying awareness and response.

The Board of Trustees directs the Administration to develop any procedures necessary to implement this policy and to develop appropriate prevention, intervention and education strategies related to bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited by and a violation of Charter School's Acceptable Use and Internet Safety Policy and its Child Internet Protection Act (CIPA) Policy.

Charter School will comply with all applicable federal and state laws relating to bullying and cyberbullying, including, but not limited to, the requirements delineated in the Pennsylvania Charter School Law, 24 P.S. § 1701-A, *et seq.*, the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h) and (l), and the Neighborhood Children's Internet Protection Act (N-CIPA) and any applicable implementing regulations.

Charter School will also comply with Chapter 711 of Title 22 of the Pennsylvania Code, the Public School Code, the applicable House Bill 1067 Public School Code amendments relating to safe schools and bullying, and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding

the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Student Attendance and Punctuality Policy

1. Purpose

- 1.1 The Board of Trustees (“Board”) requires that students enrolled at Virtual Preparatory Academy of Pennsylvania (“Charter School”) attend school daily and on time in accordance with the compulsory attendance laws of the Commonwealth of Pennsylvania.
- 1.2 Parents or guardians are required to ensure that their children attend school on days that school is in session through the procedures required by Charter School.
- 1.3 The education program offered by Charter School is based upon the presence of the student and requires continuity of instruction and classroom participation.

2. Delegation of Responsibility

- 2.1 The Head of School/Chief Executive Officer shall have the responsibility to develop procedures following the guidelines developed by the Board to assure that students attend school regularly and that said procedures comply with all Federal, State and local laws.

3. Guidelines

- 3.1 A component of the procedures shall be an early intervention process to assure that assistance is given to students who are experiencing problems in attending school.
- 3.2 Attendance and punctuality procedures will be delineated in the Student Handbook and distributed to every student.
- 3.3 Said attendance and punctuality guidelines are subject to periodic review by the entire Board of Trustees.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, AND/OR THE CHARTER APPLICATION OR ADOPTED CHARTER, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR THE CHARTER APPLICATION OR ADOPTED CHARTER CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

DRAFT

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Internet Safety Policy Pursuant To The Children’s Internet Protection Act (CIPA)

Background

According to the Pennsylvania Department of Education (“PDE”), the Federal Children’s Internet Protection Act (“CIPA”), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to “visual depictions” that are determined to be “obscene”, “child pornography”, or “harmful to minors” as defined herein.

PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children’s Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N-CIPA was passed as part of CIPA.

The Board of Trustees of Virtual Preparatory Academy of Pennsylvania (“Charter School”) has adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements.

This Policy is to be read in conjunction with the Charter School’s Acceptable Use of Computer Resources Policy and shall supplement, not supplant, Charter School’s Acceptable Use of Computer Resources Policy.

The Head of School/Chief Executive Officer or his/her designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of Charter School shall result in consequences as set forth in the school’s Parent and Student Handbook, Code of Conduct or Employee Handbook and/or as allowed by applicable law. Consequences may include, but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings and/or other consequences available under school policy and/or applicable state and/or federal laws.

Purpose

Charter School uses computer resources to facilitate the education of students and to aid in matters related to the operations of Charter School. Charter School further places student Internet safety as a primary concern.

It is every computer user’s duty to use computer resources, including the Internet, responsibly, professionally, ethically and lawfully. Access to these resources shall be designated a privilege, not a right.

This policy applies to aspects of both adult and student compliance with Internet safety at Charter School.

CIPA/N-CIPA Compliance/Internet Safety

It is the policy of Charter School to:

- (1) Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;
- (2) Prevent unauthorized access and other unlawful online activity;
- (3) Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (4) Comply with the Children’s Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).

To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or “Internet filters”) shall be used at Charter School to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. The form and type of technology protection measures used during the 2020-2017 school year include: end-point software solutions (Internet filters), such as Cybersitter ,installed on all computers.

The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

- (1) Obscene, as that term is defined in section 1460 of title 18, United States Code;
- (2) Child Pornography, as that term is defined in section 2256 of Title 18, United States Code; or
- (3) Harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children’s Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the Head of School/Chief Executive Officer or his/her designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the Head of School/Chief Executive Officer or his/her designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the Head of School/Chief Executive Officer of Charter School or his/her designee.

The Head of School/Chief Executive Officer or his/her designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage at Charter School shall include:

- (1) Unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- (2) Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the Charter School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the Children's Internet Protection Act as well as in accordance with any administrative procedures developed by the Head of School/Chief Executive Officer in furtherance of this Policy.

In accordance with the "Protecting Children in the 21st Century Act" and its requirement to certify to the Schools and Library Division ("SLD") that the school's Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the Head of School/Chief Executive Officer or his/her designee is directed to:

- (1) Make such educational opportunities available to students during the school year;
 - (2) Notify students and their parents about these educational opportunities in advance; and
- Maintain documentation of:
- a. educational programs offered;
 - b. the dates and locations of such opportunities;
 - c. how online safety was taught and what was covered in the programs offered; and
 - d. those in attendance at the programs offered.

The Head of School/Chief Executive Officer or his/her designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The Head of School/Chief Executive Officer or his/her designee is directed to maintain documentation of compliance with CIPA and N-CIPA certification requirements including the annual filing of FCC Form 486.

The Head of School/Chief Executive Officer or his/her designee is directed to ensure that Charter School employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at Charter School.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

- (1) There shall be no expectation of privacy by users of Charter School's Computer Resources;
- (2) Charter School does not guarantee the effectiveness of technology protection measures or internet filtering; and
- (3) Charter School does not guarantee network functionality or accuracy of online information.

The Head of School/Chief Executive Officer is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N-CIPA and/or applicable state and federal Internet safety laws and regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day _____ of _____, 2020

President

Secretary

Virtual Preparatory Academy of

Pennsylvania Board of Trustees

Policy

Student Conduct and Discipline Policy

Purpose

- 1.1 The Board of Trustees of Virtual Preparatory Academy of Pennsylvania (“Charter School”) has the authority to make reasonable and necessary rules governing the conduct of students in Charter School. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. The Board acts within those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of Charter School.

Authority

- 2.1 Accordingly, the Board’s adoption of a Student Code of Conduct, which contains student rights and responsibilities as well as levels of misconduct and resulting discipline, is within its grant of authority from the General Assembly. The rules contained within this Code of Conduct are to be implemented in a consistent and non-discriminatory manner and are a rational means of accomplishing the legitimate school purpose of a safe and orderly environment in which students may be instructed.

All students in Charter School are entitled to share in its educational and related programs to the extent of their abilities without regard to race, color, sex, sexual orientation, national origin, religion or handicap. Every student is expected to behave at school and in school-related activities in accordance with public laws, school rules and lawful directions of assigned staff, and to deal fairly and courteously with fellow students, staff and the public.

- 2.2 Given the ongoing developments in technology, this Code of Conduct must specifically apply to student use of computers and computer technology. Therefore, a separate document and related procedures shall be developed and implemented and shall be identified as an “Acceptable Use of Technology and Internet Safety Policy” for computer, electronic mail and other technology use by both students and staff.

- 2.3 The Head of School/Chief Executive Officer shall develop and disseminate reasonable rules to carry out the purpose of this policy. These rules shall comply with applicable public law and shall include the following elements:
- (a) Standards of student conduct shall inform students and staff what conduct is acceptable and what is prohibited. These standards shall apply to students while traveling to and from school, at school and in all school-related activities and shall be appropriate to students' ages.
 - (b) Disciplinary sanctions shall state which staff may employ what sanctions to penalize and correct students who violate reasonable standards of conduct. Discipline must be rationally related to the offense, designed to teach responsibility for one's actions and applied without discrimination on account of race, color, sex, sexual orientation, national origin or religion.
- 2.4 Authorized sanctions shall not include corporal punishment of students.
- 2.5 Procedures to enforce standards of conduct and apply disciplinary sanctions shall provide for due process by giving students notice of the offense charged and an opportunity to respond. The extent of appeal to review the application of any discipline shall be reasonably related to the weight of the sanction.
- 2.6 These standards of student conduct will be presented to the Board of Trustees for approval.
- 2.7 Student records shall reflect disciplinary action to the extent necessary to support educational and counseling objectives with appropriate safeguards for proper use and limited dissemination.
- 2.8 Special education students are afforded appropriate protection of their due process rights through a separate document, "Disciplinary Exclusions of Special Education Students Policy."
- 2.9 This Code shall be published and distributed to students and parents or guardians on an annual basis and copies of the code shall also be available in the main office.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this _____ day of _____, 2020

President

Secretary

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Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Disciplinary Exclusions and Hearings Policy

Exclusion from School: may take the form of suspension or expulsion;

(1) Suspension is exclusion from school for a period of from one (1) to ten (10) consecutive school days.

(i) Suspensions may be given by the Head of School/Chief Executive Officer or his/her designee of Virtual Preparatory Academy of Pennsylvania (“Charter School”).

(ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents or guardians shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

(v) Suspensions may not be made to run consecutively beyond the ten (10) school day period.

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board of Trustees (“Board”).

(2) Expulsion is exclusion from school by the Board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

(i) During the period prior to the hearing and decision of the Board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (ii).

(ii) If it is determined after an informal hearing that a student’s presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten (10) school days. A student may not be excluded from school for longer than fifteen (15) school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

(iii) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

(1) The initial responsibility for providing the required education rests with the

student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.

(2) Within thirty (30) days of action by the Board, the parents or guardians shall submit to Charter School written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, Charter School, within the (10) days of receipt of the notification, shall make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.

(3) If the approved educational program is not complied with, Charter School may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

Exclusion from classes—in-school suspension

(1) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

(2) Communication to the parents or guardian shall follow the suspension action taken by Charter School.

(3) When the in-school suspension exceeds ten (10) consecutive school days, an informal hearing with the Head of School/Chief Executive Officer or his/her designee shall be offered to the student and the student's parent or guardian prior to the eleventh (11th) school day in accordance with the procedures in the Pennsylvania Code.

(4) Charter School has the responsibility to make provision for the student's education during the period of the in-school suspension.

Hearings

(a) *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) *Formal hearings.* A formal hearing is required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

(1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.

(2) At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

(3) The hearing shall be held in private unless the student or parent requests a public hearing.

(4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

(5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.

(7) The student has the right to testify and present witnesses on his/her own behalf.

(8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

(9) The proceeding shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

(i) Laboratory reports are needed from law enforcement agencies.

(ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).

(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

(10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

(1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

(2) The following due process requirements shall be observed in regard to the informal hearing:

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his/her own behalf.

(v) Charter School shall offer to hold the informal hearing within the first five (5) days of the suspension.

Discipline of Students with Disabilities

Charter School shall comply with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injuries to themselves or others shall be

disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this/her day _____ of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Truancy Policy

Compulsory school age shall mean the period of a child's life from the time the child's parents/guardians elect to have the child enter school, which shall not be later than the age of six (6) years, until the age of eighteen (18) years. The term shall not include any child who holds a certificate of graduation from a regularly accredited senior high school.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Habitually truant shall mean having incurred six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Person in parental relation shall mean (1) a custodial biological or adoptive parent; (2) a noncustodial biological or adoptive parent; (3) guardian of the person of a child; or (4) a person with whom a child lives and who is acting in a parental role of a child.

School attendance improvement conference shall mean a conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. The following individuals shall be invited to the conference: (1) the child; (2) the child's person in parental relation; (3) other individuals identified by the person in parental relation who may be a resource; (4) appropriate school personnel; and (5) recommended service providers.

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assessment in an alternative education program, provided the program does not include a program for disruptive youth.

The Board of Trustees delegates authority to the Chief Executive Officer to ensure that personnel, in the form of the Attendance Office, ensure the enforcement of compulsory attendance as defined by the Pennsylvania School Code. The Attendance Officer will track student attendance and communicate with parents/guardians regarding truancy.

The Charter School will coordinate, attend and participate in school attendance improvement conferences. Such conferences will also result in the documentation of the plan developed at the time of the conference – the School Attendance Improvement Plan.

To the extent that truancy citations are necessary, the Attendance Office will notify the School District of Residence and file in the Magisterial District Court of the student's school district of residence. Such Attendance personnel will attend any court proceedings and present evidence.

VAP will refer habitually truant children to a school-based or community-based attendance improvement program or to the Office of Children and Youth of the student's county of residence or services when appropriate and/or required or permitted by law.

If a discovery is made that any child of compulsory school age is unable to attend school due to the lack of necessary clothing or food, attendance personnel will report such matter to any suitable relief agency operating in the school

district of residence or to the proper County board of assistance for investigation and relief.

Unexcused Absences

All absences shall be treated as unexcused until the Charter School receives a written excuse explaining the reason for an absence. Parents/guardians may submit excuses as follows:

1. Written note signed by a parent/guardian; or
2. Email from a parent/guardian's email account as designated by the parent/guardian.

The mere fact that a parent/guardian has written an excuse note does not mean the absence is excused.

Excused Absences

In addition to attendance via the online learning portal, which requires that a student log-on to be considered "present," a student will be considered in attendance if present at any place while school is in session, if receiving approved tutorial instruction, or health or therapeutic services; an approved and properly supervised independent study, work- study, career education; or the student is receiving approved homebound instruction.

A student absence is considered excused under the following circumstances:

1) When the student is prevented from attendance for mental, physical, or other urgent reasons such as:

- Illness
 - Family Emergency
 - Death of a Family Member
 - Medical or Dental Appointments
 - Authorized School Activities
 - Educational Travel with Prior Approval
 - Pre-approved religious instruction (limit 36 hours per year)
 - Bona Fide Religious Holiday
 - For purposes of receiving tutorial instruction in a field not offered in the school's curricula, when the excusal does not interfere with the student's regular program of studies, the qualifications of the tutor or instructor are satisfactory to the Chief Executive Officer or designee, and permission for such excusal is sought in writing by the parent/guardian of the child in advance of the commencement of such tutoring
2. When the student is required to leave school for the purposes of attending court hearings related to their involvement with the county children and youth agency or juvenile probation office.
 3. If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.
 4. If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or designee.
 5. For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
 6. If a student whose parent or legal guardian has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with regard to school attendance, tests and extra-curricular or cocurricular activities, at the discretion of the Chief Executive Officer or designee, no penalties shall be imposed for absences of up to five (5) days. Teachers shall assist students in making up work caused by such absences.

Ten Consecutive Absences

Students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the absences are excused or the school is pursuing compulsory attendance prosecution. The

Charter School will notify the school district of residence both after three (3) days of excused absence and ten (10) days of unexcused absence.

Procedures for Unexcused Absences

Parents/guardians and students shall submit the required excuse within three (3) school days of the absence. If written verification of the reason for absence is not received within three (3) school days of the absence, the absence will be counted towards the calculation of unexcused absences for purposes of reporting truancy. The absence may be reclassified if a valid excuse note is forthcoming within ten (10) school days from the date of the absence. A maximum of ten days of cumulative excused absences for illness verified by parental/guardian notification may be permitted during a school year. All absences for illness beyond ten cumulative school days shall require an excuse from a physician familiar with the student who may not be the student's parent/guardian.

When a child is absent from school, the Attendance Office will send a notice via email to the

Third Unexcused Absence

Within ten (10) school days of a child of compulsory school age's third unexcused absence, the Attendance Officer shall send an Official Notice of Truancy, which will include a description of the consequences if the child becomes habitually truant. This notice may include the offer of a school attendance improvement conference, and shall be in the mode and language of communication preferred by the person in parental relation to the child.

When transmitted to a person who is not the biological or adoptive parent, such notice shall also be provided to the child's biological or adoptive parent if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

Continued Absenteeism

If a child of compulsory school age continues to incur unexcused absences after the issuance of the Official Notice of Truancy, the school shall then schedule a school attendance improvement conference, unless a conference was previously held following the Official Notice of Truancy. The following shall apply with respect to a school attendance improvement conference:

- There is no legal requirement that the child or person in parental relation attend the conference, and the conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after advance written notice and attempts to communicate via telephone.
- The outcome of the conference shall be documented in a written school attendance improvement plan, on the template provided by the Department of Education.
- Further legal action may not be taken to address unexcused absences by the child until after the date for the scheduled school attendance improvement conference has passed.

The Charter School shall not expel or impose out-of-school suspension or disciplinary reassignment for truant behavior.

Procedure for Addressing Habitually Truant Children

When a child is habitually truant and under fifteen (15) years of age at the time of referral, the school:

- i. Shall refer the child to either (1) a school-based or community-based attendance improvement program or (2) the County Office of Children and Youth where the student resides for services or possible disposition as a dependent child; and

- ii. May file a citation in the office of the magisterial district judge having jurisdiction in the region against the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school district of residence of the child.

When a child is habitually truant and fifteen (15) years of age or older at the time of referral, the school shall either

- i. Refer the child to a school-based or community-based attendance improvement program or service; or
- ii. File a citation in the office of the magisterial district judge having jurisdiction in the region against the child or the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school district of residence of the child.

If a child of compulsory school age who is fifteen (15) years of age or older continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or fails to participate in the such a program as recommended through the school attendance improvement conference, the school may refer the child to the County Office of Children and Youth where the student resides for possible disposition as a dependent child.

When referring a habitually truant child to the respective County Office of Children and Youth or filing a citation with the magisterial district judge having jurisdiction over the region, the school shall provide verification that a school attendance improvement conference was held.

No citation may be filed against a child or a person in parental relation with the child who resides in the same household as the child for a subsequent violation of school attendance if any of the following circumstances apply:

- A proceeding is already pending against the child or person in parental relation with the child who resides in the same household as the child and judgment in the first proceeding has not yet been entered, unless a warrant has been issued for failure of the child or person in parental relation to appear before the court and the warrant has not yet been served.
- A referral for services has been made to the appropriate County Office of Children and Youth, the agency has not closed the case and the Charter School has not consulted with that County Office of Children and Youth prior to filing the petition.
- A petition has been filed alleging the child is dependent due to being habitually truant and the case remains under the jurisdiction of the Juvenile Court.

Exempt from Compulsory Education

Pennsylvania School Code section 1330 states that a 16-year-old student who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to the law is exempt from compulsory attendance. In order to be a student who is exempt from compulsory education, the student must be 16 years of age or older and must be engaged in useful and lawful employment or service for 40 hours per week or more.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this/her day _____ of _____, 2020

President

Secretary

Virtual Preparatory Academy of Pennsylvania

Board of Trustees Policy

Student Internet Access & Reimbursement

The Board of Trustees of the Virtual Preparatory Academy of Pennsylvania (VPAPA) will ensure a continued, comprehensive learning experience for its students. VPAPA will ensure access to Internet connectivity for every student to have access to instructional materials and collaboration tools within a cyber environment, including students who live in areas not serviced with Internet connectivity.

Regardless of the connectivity available, no student's cyber education should be limited based on where he or she lives. Therefore, the Board will offer options for Internet access to cyber charter school students who may currently have only dial-up access available to the home.

The Board has considered potential Internet options available to ensure adequate access, especially in remote areas of the Commonwealth.

Student Technology Reimbursement: Families will arrange for Internet service for their students to attend school and will be regularly reimbursed for the full cost of Internet service. VPAPA will reimburse the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The reimbursement schedule will also factor in students enrolled in VPAPA's various pacing models.

For students who are unable to arrange for Internet service, VPAPA will work with them to help with securing high speed Internet access. If the student lives in an area that receives limited or poor Internet connections, the school will work with the family on alternative methods for accessing VPAPA online. One potential solution is to provide students with an educational Mi-Fi, through our agreement with Accel Schools. Accel Schools has experience with procuring educational Mi-Fi for students in other schools they support through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, VPAPA will ensure the families are reimbursed for Internet expenses over the summer months.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

Adopted this _____ day of _____, 2020

President

Secretary

DRAFT

Virtual Preparatory Academy of Pennsylvania

Board of Trustees

Student Technology Policy

The Board of Trustees of Virtual Preparatory Academy of Pennsylvania recognizes that the Pennsylvania Charter School Law requires that a cyber charter school provide a computer to each student enrolled. 24 P.S. § 17-1743-A(e). The Board will provide a computer and necessary equipment to each student to ensure that all students receive an equitable educational experience and have access to technical support and a safe online experience.

As indicated herein, the Board will periodically assess the school's equipment and infrastructure against established industry standards and identified educational needs. In addition, the Board has a process by which technology will be refreshed in a timely fashion to meet new standards and needs.

VPAPA will provide all students with all equipment, including, but not limited to, a computer device and printer (and printer ink).

The technology specifications are listed herein. However, the makes/models may vary, though each unit will have comparable performance specifications. To ensure equitable access for students, VPAPA will provide each student with the following:

One laptop computer per student in grades K–12

- Hardware
 - HP model laptop
 - Intel i3-series processor
 - 15.6-inch LCD LED display w/ integrated webcam
 - 4 GB 1600MHz DDR3 (1 DIMM)
 - 1 TB Hard drive
 - 24X DVD/CDRW (fixed)
 - 10/100/1000 NIC
 - Broadcom® 802.11 a/b/g/n Wireless
 - Bluetooth 4.0®
 - 3 USB 2.0
 - Headphone/line out
 - External USB Dial-Up Modem provided as necessary

- Software
 - Microsoft Windows 7 Professional
 - Microsoft Office
 - Ad-Aware SE Anti-spyware protection
 - Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
 - Internet filtering software is available upon request
 - Headset/Microphone combo (upon request)
 - Unlimited Technical Support
- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.
- Subsidy for Student Technology Support Stipend: Each household receives a stipend paid three times a year to assist with the cost of Internet service and printer ink.

Supplying Technology

VPAPA will contract with Accel Schools to supply technology to students. When a student enrolls, the appropriate equipment and technology will be ordered during the initial enrollment phase. When the enrollment is processed, the system generates a file that is sent to the Accel Schools computer team to expediently fulfill the equipment order. A laptop with preloaded software, necessary to fully access and support the Accel Schools curriculum, is sent to the student's home.

A Computer Setup Guide with instructions are provided along with contact information for technical support and detailed information regarding the equipment. A friendly technical representative is available to assist the student with setting up the equipment and provide any required logistical support. This seamless process allows for an effective and efficient start for the student and family.

Refreshing Student Technology

VPAPA will contract with Accel Schools, through the Statement of Agreement, to refresh student technology. Accel Schools will complete an annual student technology refresh campaign where student devices (laptops) that have been with the same student/household for three or more years are eligible to be refreshed. If a household elects to participate in the refresh campaign, they will receive a refreshed device loaded with the most current student image and operating system, which meets technology performance requirements. The laptops will be equipped with Internet security features.

Accel Schools will process all returns from students as well. They work with families to coordinate the return including arranging for pick up from students' homes.

Repairing and Replacing Technology

VPAPA will contract with Accel Schools for repair and replacement, services. As such, Accel Schools bears the financial responsibilities associated with repair and replacement. Accel Schools has procedures in place to ensure repair and replacement are accomplished in a quick

and convenient manner.

Computer risk assumption is covered through the Statement of Agreement with Accel Schools on a limited basis. Accel Schools builds in replacement assumptions as part of their comprehensive technology offering and it is covered in the Student Technology Assistance Services fee.

As Accel Schools provides similar services for virtual schools throughout the country, they have sufficient stock to provide replacement equipment.

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Adopted this _____ day of _____, 2020

President

Secretary

Appendix P

Virtual Preparatory Academy of Pennsylvania

Employee Benefits Proposals

Virtual Preparatory Academy of Pennsylvania August 2020 Marketing

July 7, 2020



Gallagher

Insurance | Risk Management | Consulting



Gallagher

Insurance | Risk Management | Consulting

III. Medical/Rx Marketing & Options

Medical/Rx Options- UHC



Insurance | Risk Management | Consulting

	Option #1	Option #2
	UHC \$250 POS (BRB2)	UHC \$1,000 POS (BRBR)
Enrollment Tier		
Employee	13	13
EE+SP	3	3
EE+CH	1	1
Family	3	3
Total	20	20
Plan Provisions	In-Network	In-Network
Calendar Year Deductible	\$250/\$500	\$1,000/\$2,000
Coinsurance (Most Services)	100%	90%
Coinsurance Maximum	N/A	N/A
Out-of-Pocket Maximum	\$3,000/\$6,000	\$7,900/\$15,800
Preventive Care	100%	100%
Office Visits	\$20/\$40	\$20/\$40
Urgent Care Visits	\$20	\$20
Emergency Room	\$250	70% after ded.
Inpatient Hospital	\$250/day (3 day max.)	90% after ded.
Outpatient Surgery	Ambulatory Surgery Center: \$75 Hospital: \$150	Ambulatory Surgery Center: 90% after ded. Hospital: 70% after ded.
Diagnostic Tests	\$60 copay per service	70% after ded.
High-Tech Imaging	Freestanding/Office: \$75 copay Hospital: \$150 copay	Freestanding/Office: 90% after ded. Hospital: 70% after ded.
Chiropractic	\$20 copay; limits apply	\$20 copay; limits apply
Rx	Tier 1/2/3: \$15/\$40/\$75 Specialty: \$15/\$300/\$500	Tier 1: \$10 Low/\$10 Specialty Tier 2: \$50 Mid /\$300 Specialty Tier 3: \$100 Upper Mid/\$500 Specialty
Mail-Order (90 day supply)	2.5x	2.5x
FIE Rates	Option #1	Option #2
Employee	\$827.27	\$639.43
EE+SP	\$1,720.74	\$1,330.03
EE+CH	\$1,555.26	\$1,202.13
Family	\$2,539.74	\$1,963.07
Monthly Totals	\$25,091	\$19,394
Annual Totals	\$301,094	\$232,728
PEPY	\$15,055	\$11,636

- UHC plans assume all enrolled in each plan. actual enrollment will vary.

Medical/Rx Options- Highmark



Insurance | Risk Management | Consulting

	Option #3	Option #4
	Highmark Blue Shield \$250 Gold	Highmark Blue Shield \$1000
Enrollment Tier		
Employee	13	13
EE+SP	3	3
EE+CH	1	1
Family	3	3
Total	20	20
Plan Provisions	In-Network	In-Network
Calendar Year Deductible	\$250/\$500	\$1,000/\$2,000
Coinsurance (Most Services)	100%	100%
Coinsurance Maximum	N/A	N/A
Out-of-Pocket Maximum	\$8,150/\$16,300	\$7,900/\$15,800
Preventive Care	100%	100%
Office Visits	\$35/\$65	\$30/\$60
Urgent Care Visits	\$75	\$75
Emergency Room	\$400	\$300
Inpatient Hospital	100% after ded.	100% after ded.
Outpatient Surgery	100% after ded.	100% after ded.
Diagnostic Tests	\$65	\$60
High-Tech Imaging	\$360	\$300
Chiropractic	\$65 copay; limits apply Rx: \$3/\$20/\$60/\$90	\$65 copay; limits apply Rx: \$3/\$15/\$55/\$90
Rx	Specialty: 20%(\$350 max)/30% (\$500 max.)/20%(\$700 max.)/30% (\$1000 max.)	Specialty: 20%(\$350 max)/30% (\$500 max.)/20%(\$700 max.)/30% (\$1000 max.)
Mail-Order (90 day supply)	1x/1x/2x/2x	1x/1x/2x/2x
FIE Rates	Option #3	Option #4
Employee	\$674.47	\$658.00
EE+SP	\$1,402.90	\$1,368.65
EE+CH	\$1,267.99	\$1,237.03
Family	\$2,070.63	\$2,020.07
Monthly Totals	\$20,457	\$19,957
Annual Totals	\$245,480	\$239,486
PEPY	\$12,274	\$11,974

- Highmark plans assume all enrolled in each plan. actual enrollment will vary.



Dental Options

	Option #1		Option #2		Option #3	
	UNUM Dental		Highmark Dental		Capital Blue Dental	
Enrollment Tier						
Employee	13		13		13	
EE+SP	3		3		3	
EE+Child(ren)	1		1		1	
Family	3		3		3	
Total	20		20		20	
Plan Provisions	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network
Single Deductible (Class II & III)	\$50	\$50	\$50	\$50	\$50	\$50
Family Deductible (Class II & III)	\$150	\$150	\$150	\$150	\$150	\$150
Preventive - Class I Services	100%	100%	100%	100%	100%	100%
Basic - Class II Services	80%	80%	80%	80%	80%	80%
Major - Class III Services	50%	50%	50%	50%	50%	50%
Orthodontia- Class IV Services	N/A	N/A	50%	50%	50% after ded.	50% after ded.
Maximums						
Annual	\$1,000		\$1,500		\$1,500	
Child Orthodontia	N/A		\$1,000		\$1,000	

	Option #1		Option #2		Option #3	
	UNUM Dental		Highmark Dental		Capital Blue Dental	
Plan Costs						
Employee	\$36.30		\$33.30		\$31.91	
EE+SP	\$71.32		\$63.70		\$63.82	
EE+Child(ren)	\$86.94		\$72.00		\$63.41	
Family	\$131.34		\$110.90		\$95.32	
Monthly Total	\$1,167		\$1,029		\$956	
Annual Gross Total	\$14,002		\$12,344		\$11,468	
PEPY Cost	\$700		\$617		\$573	

- Assumes 20-69.9% participation with Highmark
- Capital Blue Dental rates are on a PMPM basis, monthly numbers are illustrative of EE- 1 adult, ES- 2 adults, EE+CH(ren)- 1 adult, 3 children, Family- 2 adults, 3 children. Totals subject to change based on enrollment.



Vision Options

	Option #1		Option #2		Option #3	
	UNUM Vision		Highmark Vision		Capital Blue Vision	
Enrollment Tier						
Employee	13		13		13	
EE+SP	3		3		3	
EE+Child(ren)	1		1		1	
Family	3		3		3	
Total	20		20		20	
Plan Provisions	In-Network	Out-of-Network	In-Network	Out-of-Network	In-Network	Out-of-Network
Exam Frequency	1 Every 12 Months	12 Months	1 Every 12 Months	12 Months	1 Every 12 Months	12 Months
Lens Frequency	1 Every 12 Months		1 Every 12 Months		1 Every 12 Months	
Frames Frequency	1 Every 24 Months		1 Every 24 Months		1 Every 24 Months	
Benefit Schedule						
Eye Exam	\$10 copay	Reimbursed up to \$45	\$15 copay	Reimbursed up to \$40	\$10 copay	Reimbursed up to \$32
Single Vision Lenses	\$25 copay	Reimbursed up to \$27	\$15 copay	Reimbursed up to \$40	\$10 copay	Reimbursed up to \$24
Bifocal	\$25 copay	Reimbursed up to \$42	\$15 copay	Reimbursed up to \$60	\$10 copay	Reimbursed up to \$36
Trifocal	\$25 copay	Reimbursed up to \$59	\$15 copay	Reimbursed up to \$80	\$10 copay	Reimbursed up to \$46
Lenticular Lenses	\$80 allowance	Reimbursed up to \$64	\$15 copay	Reimbursed up to \$100	\$10 copay	Reimbursed up to \$72
Frames	\$130 allowance	Reimbursed up to \$104	\$100 allowance	Reimbursed up to \$30	\$120 allowance; 30% off remaining balance	Reimbursed up to \$60
Contact Lenses - Medical	\$210 allowance	Reimbursed up to \$210	Covered 100%	Reimbursed up to \$225	Covered 100%	Reimbursed up to \$225
Contact Lenses - Elective	\$130 allowance	Reimbursed up to \$104	\$100 allowance	Reimbursed up to \$85	\$115 allowance; 25% off remaining balance	Reimbursed up to \$75

	Option #1		Option #2		Option #3	
	UNUM Vision		Highmark Vision		Capital Blue Vision	
Plan Costs						
Employee	\$5.84		\$6.22		\$4.45	
EE+SP	\$11.69		\$18.04		\$8.90	
EE+Child(ren)	\$13.02		\$18.04		\$17.80	
Family	\$20.36		\$18.04		\$22.25	
Monthly Total	\$185		\$207		\$169	
Annual Total	\$2,221		\$2,486		\$2,029	
PEPY Cost	\$111		\$124		\$101	

- Capital Blue Vision rates are on a PMPM basis, monthly numbers are illustrative of EE- 1 member, ES- 2 members, EE+CH(ren)- 4 members, Family- 5 members. Totals subject to change based on enrollment.
- Highmark only has two tier rates with vision.

Life & AD&D Options



Gallagher

Insurance | Risk Management | Consulting

Plan Provisions

	Option #1
Eligibility	All Active Full-Time Employees
Benefit Amount	\$50,000
AD&D	Same as Life
Guarantee Issue	\$50,000
Waiver of Premium	Included
Accelerated Death Benefit	100% to \$250,000
Conversion	Included
Salary Definition	Base Annual Earnings
Reduction Schedule	65% at 65, 50% at 70
Monthly Volume	\$1,000,000
Covered Lives	20

Rate Guarantee
Rates - Per \$1,000
AD&D
Monthly Premium
Annual Premium

	Option #1
Rate Guarantee	2 Years
	UNUM Basic Life/AD&D
	\$0.09
AD&D	\$0.02
Monthly Premium	\$110
Annual Premium	\$1,320

Short Term Disability Options



Insurance | Risk Management | Consulting

Plan Components

Eligibility
Benefits
Elimination Period - Accident
Elimination Period - Sickness
Pre-Existing Condition Limitation
Salary Definition
Benefit Duration
Monthly Volume
Covered Lives

Option #1	Option #2
UNUM STD	UNUM STD
All Active, Full-Time Employees	All Active, Full-Time Employees
60% to \$1,650	60% to \$1,650
7 Days	7 Days
7 Days	7 Days
N/A	N/A
Base Weekly Earnings	Base Weekly Earnings
25 Weeks	12 Weeks
\$1,316	\$1,382
20	20

Rate Guarantee
Rates - Per \$10 of Weekly Benefit
Monthly Premium
Annual Premium

Option #1	Option #2
2 Years	2 Years
UNUM STD	UNUM STD
\$0.675	\$0.450
\$888	\$622
\$10,660	\$7,465

- All salaries and volumes are assumed- actual amounts will vary

Long Term Disability Options



Insurance | Risk Management | Consulting

Plan Provisions

Eligibility
Benefits
Elimination Period
Own Occupation Period
Benefit Duration
Pre-Existing Condition Limitation
Salary Definition
Social Security Integration
Survivor Benefit
Monthly Volume
Covered Lives

Option #1	Option #2
UNUM LTD	UNUM LTD
All Active Full-Time Employees	All Active Full-Time Employees
60% to \$6,000	60% to \$6,000
180 days	90 days
2 Years	2 Years
SSNRA	SSNRA
3/12	3/12
Base Monthly Earnings	Base Monthly Earnings
Primary & Family	Primary & Family
3x gross	3x gross
\$97,917	\$97,917
20	20

Rate Guarantee
Rates - Per \$100 of Monthly Benefit
Rate
Monthly Premium
Annual Premium

Option #1	Option #2
2 Years	2 Years
UNUM LTD	UNUM LTD
\$0.27	\$0.27
\$264	\$264
\$3,173	\$3,173

Appendix Q

Virtual Preparatory Academy of Pennsylvania

Draft Employee Handbook



Employee Handbook for Employees at

Virtual Preparatory Academy of Pennsylvania
Cyber Charter School

Effective July 1, 2020

DISCLAIMER OF EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT

THIS EMPLOYEE HANDBOOK IS PROVIDED AS A GUIDE AND DOES NOT CREATE EITHER AN EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT OF ANY SPECIFIC DURATION.

I UNDERSTAND THAT EMPLOYMENT AT-WILL MEANS THAT EITHER THE SCHOOL OR I HAVE THE RIGHT TO TERMINATE MY EMPLOYMENT AT ANY TIME AND FOR ANY REASON NOT OTHERWISE PROHIBITED BY LAW.

Employee Signature

Date

Name Printed

(Note: This page is to remain in the Employee Handbook.)

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WELCOME

Welcome to the Virtual Preparatory Academy of Pennsylvania! As a new employee, you are joining our talented team of professionals who all share a passion for empowering children by providing them with a world-class education. Each staff member is a valued member of our team. Our organization is more than just a place to work; it is a place where your talents and skills can improve children's lives and our society. We want you to help make our mission a reality.

At Virtual Preparatory Academy of Pennsylvania, every position is important. We are committed to teamwork, cooperation, innovation and quality service. Your commitment to those values is critical for our mutual success. It is a place where we all share the same passion for education and staffed with colleagues with whom you can share your successes and challenges. We celebrate success and embrace challenges. No obstacle is too large to be overcome if it stands in the way of allowing us to help a child.

The success of this School rests solely with our employees. Your talent, dedication and integrity are essential to our success. Virtual Preparatory Academy of Pennsylvania has four values that stand above the rest: innovation, integrity, commitment to the mission, and quality service. We expect that every employee will live these values and incorporate them into every interaction, both internally and externally.

In becoming a part of the Virtual Preparatory Academy of Pennsylvania' team, we expect you to display a commitment to our high standards and to demonstrate a professional demeanor that will make all of us proud of you, our team and our School. This handbook was prepared to make you aware of what you can expect from Virtual Preparatory Academy of Pennsylvania – and what Virtual Preparatory Academy of Pennsylvania will expect from you. It is not meant to cover everything, so please feel free to ask questions. Your supervisor or someone in HR (HR@accelschools.com) will be happy to talk with you.

Please read this handbook and keep it for future reference. If changes are made because of general economic conditions or conditions in our industry, you will be provided with updated information.

Once again, we welcome you to the team!

Sincerely,

Board Chair

INTRODUCTION

INTRODUCTION TO HANDBOOK

This Handbook was developed to provide you with guidelines to our School policies and to outline programs and benefits available to you. You should familiarize yourself with the contents as soon as possible so you will know what is expected of you and what you can expect from our organization.

This Employee Handbook replaces all previous Virtual Preparatory Academy of Pennsylvania handbooks, policies and memoranda. Failure to follow any of the policies in this handbook may result in disciplinary action, up to and including, termination of employment.

You should have already signed an Employment Agreement outlining your employment relationship with the School. Contact your supervisor or a payroll or human resource specialist if you have any questions.

We hope that your experience with us will be challenging, enjoyable and rewarding. Again, welcome!

EMPLOYMENT

AT-WILL EMPLOYMENT

Your employment with Virtual Preparatory Academy of Pennsylvania (“The School”) is at-will, which means that you or the School may terminate your employment at any time for any lawful reason unless a written employment agreement exists with the School that provides otherwise.

The School has the right to transfer, demote, or otherwise discipline an employee at any time for any lawful reason. For an employment agreement with the School to be considered valid, it must be signed by an officer of the School or a designated representative.

This handbook is not a contract guaranteeing employment for any specific duration. As provided in the Handbook Acknowledgement, nothing in this handbook creates or is intended to create a promise or representation of continued employment. This handbook replaces any and all prior handbooks, written documents (with the exception of authorized employment agreements) or oral or implied representations that might otherwise contradict the at-will nature of your employment.

No statement or promise by a supervisor or school leader, past or present, may be interpreted as a change in policy, nor will it constitute an agreement with an employee.

EQUAL EMPLOYMENT OPPORTUNITY

Virtual Preparatory Academy of Pennsylvania provides equal employment opportunities to all employees and applicants in all School facilities without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender, gender identity, sexual orientation, medical condition, or genetic information in accordance with applicable federal, state and local laws.

This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leaves of absence, compensation and training.

CHANGE IN POLICY

The School may change, revoke or supplement the policies in this handbook at any time without notice. The School will determine the effective date of any changes and every effort will be made to notify you in advance. However, failure to give advance notice will not void any policy’s application in the workplace.

The current version of all School policies will be readily available to all (currently active) employees in an electronic and/or hard copy format.

Supervisors do not have the authority to change the policies in this handbook on their own. If you are uncertain about any policy or procedure, contact your supervisor for clarification.

OUTSIDE EMPLOYMENT & CONFLICTS OF INTEREST

The School recognizes that some employees may need or want to hold additional jobs outside their employment with the School. Employees may be permitted to engage in outside work or hold other jobs, subject to certain restrictions based on reasonable business concerns. Employees must consult their supervisors or managers for review and approval of outside employment prior to beginning outside employment.

The following rules for outside employment apply to all employees:

1. Work-related activities and conduct away from the School must not compete with, conflict with or compromise the School's interests or adversely affect job performance and the ability to fulfill all job responsibilities.
2. Employees must carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems at the School, the employee will be asked to discontinue the outside employment, and the employee may be subject to the normal disciplinary procedures for dealing with the resulting job-related problem(s).
3. In evaluating the effect that outside work may have on an employee's job performance and other job-related responsibilities, the Employee's supervisor and the human resource department will consider whether the proposed employment:
 - a. May reduce the employee's efficiency in working for the School.
 - b. Involves working for an organization that does a significant amount of business with the School, such as major contractors or suppliers.
 - c. Involves working for an organization that provides competing services.
4. Employees are prohibited from using School property or facilities to perform work for an outside employer unless authorized in advance by a supervisor.
5. Employees may not solicit or conduct any outside business during School work time.
6. Employees who have accepted outside employment may not use School-provided Paid Time Off (PTO) to perform work on the outside job.
7. Fraudulent use of the School's sick leave or an employee's refusal to discontinue outside employment after being requested to do so by his or her supervisor or the human resource department will result in disciplinary action up to and including termination of employment.

ACCOMMODATION OF DISABILITIES

The School is committed to making every reasonable effort to accommodate an employee's disability. An accommodation may be provided as long as the employee can perform the essential duties of the job, and it does not create an undue hardship for the School. A reasonable accommodation may include changes in the work environment or in the way a job is performed, so a person with a disability may enjoy equal employment opportunities.

Under this policy, if you are pregnant and request a reasonable accommodation for the duration of or any part of your pregnancy, we will explore all possible means of providing the reasonable accommodation including, but is not limited to, the following:

- More frequent or longer bathroom breaks;
- Breaks for increased water intake;
- Breaks for periodic rest;
- Seating;
- Assistance with manual labor;
- Light duty;
- Temporary transfer to a less strenuous or hazardous position;
- Acquisition or modification of equipment;
- Modified job duties;
- Modified work hours;
- Temporary relocation of work area; or
- Approval for leave necessitated by pregnancy, childbirth, or medical or common conditions relating to pregnancy or childbirth.

Accommodations depend upon the employee's job qualifications and the specific facts and circumstances of each individual situation.

Please inform your supervisor if you require an accommodation, so the School can have an interactive discussion with you. Your supervisor will work with you to determine if there is a need for an adjustment or change at work to accommodate your disability.

PERSONNEL FILES

The School maintains a personnel file on each employee. Contact Human Resources to view your personnel file.

To ensure that your personnel file is up-to-date at all times, use the School's Human Resource Information System, UltiPro® (<https://e42.ultipro.com>) for entering changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, scholastic achievements, or emergency contacts..

INTRODUCTORY PERIOD

All employees will undergo an introductory period of employment. The introductory period shall consist of the first one hundred twenty (120) days of employment or ninety (90) days following transfer or promotion within the organization. This is an opportunity for the School to evaluate the employee's performance. It also is an opportunity for the employee to decide whether he or she is happy being employed by the School. The School may extend the introductory period if it desires. The employee will be notified, either verbally and/or in-writing if this period is extended. Completion of the introductory period does not alter an employee's at-will status.

It is expected that an employee must actively be at work during the Introductory Period except with

written management approval or unless approved in writing by management or Human Resources.

The School will conduct a formal performance review at the end of the introductory period.

SEPARATION FROM EMPLOYMENT

An employee may be separated from employment either voluntarily or involuntarily by resignation, retirement, lack of work, poor performance or other reasons.

Employment Termination

Our goal is to build and maintain lasting work relationships with our employees. In the case that an employee chooses to resign, he/she should consult the terms of his/her employment agreement.

It is expected that teachers provide a minimum of 30 calendar days' notice and others provide a minimum of 14 calendar days' notice.

The School reserves the right to accept the resignation immediately upon notice, or based upon the individual circumstances, the School may elect to allow the employee to work out his/her notice. Employees must actively be at work during a notice period except with written management approval or unless approved in writing by management or Human Resources. Paid Time Off (PTO) cannot be used during this notice period.

Once notice of resignation is received by the school leader, it cannot be withdrawn except with the written agreement of the school leader, even if such attempt to withdraw is during the notice work out period. Some employees may have additional conditions and/or limitations regarding resignation from employment. For additional information regarding any additional conditions and/or limitations regarding resignation from employment see your employment agreement, if any.

Employees who fail to follow any additional restrictions or conditions within their employment agreement, if any, may be in breach of their employment agreement and/or state law.

End of Employment Term / End of School Year Procedure

Each employee must return any equipment or supplies received during the course of employment prior to his/her final work day. Equipment, grade books, lesson plan books, student records and files, School manuals, computers, cell phones, keycards, security badges, building keys, and all School-owned materials must be given to the supervisor upon termination of employment.

For staff terminating employment at the end of the school year, standard responsibilities may include but are not limited to the following: completing a textbook inventory; inspecting all issued textbooks for damage; assigning responsibility for damage to school property to specific students; compiling a list of necessary room repairs; updating student cumulative records; thorough cleaning of classroom furniture and student lockers; and completion of classroom inventory of equipment, furniture and teaching materials. Grade books, lesson plan books, student records and files, school manuals, and all school-owned materials must be given to the school leader upon the ending of employment.

Exit Interviews

The school leader will generally schedule exit interviews at the time of employment termination. Topics of discussion may include reasons for leaving as well as impressions about the School and/or School. During the exit interview, employees can provide insights into areas for improvement their specific position held, the School, and/or the School.

Technology & Access Control

Once notice is given, the School reserves the right to limit or disable access to specific or all systems. Once employment has been terminated, all accounts will be disabled. Incoming email may be redirected to a current employee's inbox.

Return of School Property

Any property issued to you by the School such as software, computer equipment, databases, files, cell phone, pager, keys, parking passes, credit card(s) or any other equipment must be returned at the time of termination. You will be responsible for any lost or damaged items.

EMPLOYMENT VERIFICATION

All requests for employment verification for current or former employees should be referred to Human Resources at 888-990-4226 or HR@accelschools.com. Human Resources will only release your last title and dates of employment, unless the request for additional information is authorized in writing.

RESOLUTION OF DISPUTES

Any dispute arising out of or relating to the negotiation, execution, performance or termination of your employment, including, but not limited to claims under Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Act of 1991, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, Section 1981 of the Civil Rights Act of 1966, as amended, the Family Medical Leave Act, the Employee Retirement Income Security Act, and any similar federal, state or local law, statute, regulation, or any common law doctrine, whether that dispute arises during or after employment, shall be settled by binding arbitration before a single arbitrator in accordance with the Employment Arbitration Rules and Procedures of JAMS; provided however, that this dispute resolution provision shall not apply to any separate agreements between the parties that do not themselves specify arbitration as an exclusive remedy.

The location for the arbitration shall be the Pittsburgh metropolitan area. Any award made by such arbitrator shall be final, binding and conclusive on the parties for all purposes, and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The arbitrator's fees and expenses and all administrative fees and expenses associated with the filing of the arbitration shall be borne by the School; provided however, that at your option, you may voluntarily pay up to one-half the costs and fees.

You and the School acknowledge and agree that the obligations to arbitrate under this section

continue after the termination of the employment relationship between you and the School. By electing arbitration as the means for final settlement of all claims, you and the School hereby waive their respective rights to, and agree not to, sue each other in any action in a Federal, State or local court with respect to such claims, but may seek to enforce in court an arbitration award rendered pursuant to this offer letter. You and the School specifically agree to waive their respective rights to a trial by jury, and further agree that no demand, request or motion will be made for trial by jury.

EMPLOYEE CONDUCT

ANTI-HARASSMENT

Virtual Preparatory Academy of Pennsylvania is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of harassment and discrimination. Any form of harassment, even when not unlawful or directed at a protected category, is prohibited and will not be tolerated. All employees, including supervisors, co-workers, vendors, contractors, or other third parties, are expected to adhere to this policy.

Reported or suspected occurrences of harassment or discrimination will be promptly and thoroughly investigated. Following an investigation, the School will promptly take any necessary and appropriate disciplinary action.

The School will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of harassment or discrimination complaints.

1. The term “harassment” includes harassment based on any category protected by federal, state or local law, which may include, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, familial status, gender, gender identity, sexual orientation, medical condition, or genetic information.
2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:
 - a. Submission to such conduct is an explicit or implicit term or condition of employment;
 - b. Employment decisions are based on an employee's submission to or rejection of such conduct; or
 - c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Complaint Procedure

The School provides you with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment and discrimination. Any employee who feels harassed or discriminated against is encouraged to immediately inform the alleged offender that the behavior is unwelcome. In many instances, the person is unaware his or her conduct is offensive, and this action alone may often resolve the problem. If the informal discussion with the alleged offender is unsuccessful in remedying the problem, or if you do not feel comfortable with such an approach, you should immediately report the conduct to your direct supervisor, manager or school leader. We cannot resolve a harassment or discrimination problem unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so we can take the necessary steps to correct any problems. The report should include all facts available to you regarding the alleged harassment, sexual harassment, or discrimination.

Should you feel uncomfortable reporting the conduct to your supervisor or school leader, please send an email to hr@accelschools.com indicating that you have a confidential matter to discuss along with the best phone number and times of day to contact you.

Confidentiality

All reports of alleged harassment, sexual harassment, or discrimination will be treated seriously. Confidentiality will be maintained to the extent possible. However, to conduct a thorough investigation, certain information may need to be disclosed to other individuals, including the alleged offender. Consequently, absolute confidentiality cannot be promised and cannot be guaranteed.

Investigative Procedure

Once a complaint of alleged harassment, sexual harassment, or discrimination is received, we will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, the School will promptly take any necessary and appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goals of this policy. Virtual Preparatory Academy of Pennsylvania may address any workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions, or benefits of employment to the complaining employee.
2. Discipline the alleged harasser. This discipline may include written disciplinary warnings, transfer, demotion, suspension and/or termination of employment.

If the alleged harassment, sexual harassment, or discrimination is from an employee, vendor, contractor, or parent, or other third party over the age 18, the School will take appropriate action to stop the conduct. If the behavior is from a student or other minor under the age of 18, the School or the School will take appropriate action.

If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make an additional complaint following the complaint procedure outlined in this policy.

Duties of Employees and Supervisors

All employees of the School, both management and non-management, are responsible for assuring that a workplace free of harassment, sexual harassment, and discrimination is maintained. Any employee may file a complaint regarding incidents experienced personally or incidents observed in the workplace. The School strives to maintain a pleasant work environment where all employees are able to effectively perform their work without interference of any type and requests the assistance of all employees in this effort.

All managers and supervisors are responsible for doing all they can to prevent and discourage harassment, sexual harassment, and discrimination from occurring. If a complaint of harassment, sexual harassment or discrimination is raised, the individual to whom the complaint is made (i.e., supervisor, manager, school leader) should promptly notify Human Resources so an investigation may be initiated. The School may discipline any managers or supervisors who fail to follow this policy, which discipline may include termination.

HARRASSMENT

Harassment is any form of hostility, conduct or language that alters the conditions of the student's school environment and that creates a hostile, intimidating or offensive school environment. Additionally, sexual harassment can consist of unwelcome sexual advances, intentional and unwelcome touching, verbal remarks and requests or demands for sexual favors. The prohibition against harassment is applicable to all employees.

Reported incidents shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit.

GUIDELINES FOR APPROPRIATE CONDUCT

In order to conduct the operations of Virtual Preparatory Academy of Pennsylvania efficiently and professionally, all employees are to follow the rules of conduct that will protect the interests and safety of all employees and the School. All employees are expected to act in a professional manner at all times including during interactions with students and their families, co-workers, board members, and the general public.

Although it is not possible to list all forms of inappropriate behavior and conduct, the following are examples that are considered inappropriate and may result in disciplinary action up to and including termination of employment:

- Falsifying employment or other School records;
- Violating the Anti-Harassment policy;
- Violating certain state, federal or local laws and regulations;
- Violating security or safety rules or failing to observe safety rules or safety practices; failing to wear required safety equipment; tampering with equipment or safety equipment;
- Soliciting gratuities from students and their families, vendors, or other third parties;
- Displaying excessive or unexcused absenteeism or tardiness;
- Possessing firearms, weapons or explosives on School property without authorization unless explicitly permitted by state law
- Using the School's or school's property and supplies, particularly for personal purposes in an excessive, unnecessary or unauthorized way;
- Negligent damage of property;
- Violating the Violence in the Workplace policy;
- Violating the Drug-Free Workplace policy;
- Committing theft or having unauthorized possession of School property or the property of fellow employees; possessing or removing any School property, including documents, from the premises without prior permission from management; using School equipment or property for personal reasons without proper authorization; using School equipment for profit;
- Giving confidential or proprietary information to competitors or other organizations, or to unauthorized employees; working for a competing business while an employee of the School; breaking confidentiality of personal information during employment and after separation;
- Engaging in abusive conduct, or bullying, such as using obscene, abusive or threatening language or gestures or other verbal or physical conduct a reasonable person would find threatening, intimidating, or humiliating;
- Engaging in malicious acts such as gossip and/or rumors, derogatory remarks, insults, epithets; engaging in behavior that creates discord and lack of harmony during employment and after

separation;

- Interfering with another employee on the job, restricting work output or encouraging others to do the same, unwarranted sabotage or undermining another's work, during employment and upon separation;
- Soliciting, selling, or collecting funds for any purpose while on working time (not including meals and authorized breaks). Employees who are not on working time shall not interfere with the work of employees who are on workingtime.
- Refusing to follow the School and/or School Health & Safety protocols, including appropriate dress for prevention of spreading disease and use of personal protective equipment.

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline include:

- Verbal Counseling - A conversation with an employee explaining that the employee's conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- Written Counseling - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.
- Suspension - Suspension of the employee's employment may, at the sole discretion of the School, be used prior to termination. The length of the suspension will vary based upon such factors as the severity of the offense, the employee's performance and the employee's disciplinary record. An employee may be suspended for repeated instances of minor misconduct, failure to conform his/her conduct or performance to the standards of his/her position, or for a single serious offense. A record of the suspension generally will be retained in the employee's personnel file.
- Termination - If an employee fails to follow acceptable conduct or performance standards, the School may terminate the employee's employment.

Depending on the specific circumstances, the School may suspend or terminate an employee without prior discipline, or without following a particular order of discipline.

ADDITIONAL GUIDELINES FOR APPROPRIATE CONDUCT

Examples of offenses that can lead to disciplinary action or dismissal include, but are not limited to:

- Conviction of an offense that would prohibit the staff member from exercising care and custody over students in the School;
- Committing any violation of state or federal laws, statutes, or rules, although the conduct may not have resulted in a criminal charge, indictment, prosecution or conviction;
- Failure to complete a criminal background check, or other mandated employment screenings, as required by state and federal law;
- Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting information submitted to federal, state, and other governmental agencies such as professional qualifications, criminal history and information submitted in the course of an official inquiry or investigation, college or professional development credit and/or degrees, academic awards, and employment history when applying for employment and/or licensure, or when recommending an individual for employment, promotion or licensure. This includes but is not

limited to, employment application, time keeping records, or student records;

- Intent to, or behavior that inflicts physical or emotional harm to a person or damage to property, whether intentional or negligent; (This can include any behavior that would constitute any type of harassment);
- Disparaging a colleague, peer or other personnel on the basis of race or ethnicity, national origin, socioeconomic status, gender, gender identity, sexual orientation, political or religious affiliation, physical characteristics, age, disability or English language proficiency;
- Serious or repeated acts in violation of general safety rules or practices in the performance of work or in the use of School facilities for any purpose;
- Absence without notification; (This is defined as failure to report, intentionally misrepresenting, willfully omitting or being negligent in reporting reasons for absences or leaves for a scheduled workday without notification to the Administration.)
- Excessive employee tardiness and unapproved or unprotected absences beyond the allocated paid time off policy (see the Notification of Absence Policy above);
- Theft, misappropriation of School property, and dishonesty;
- Possessing, consuming or being under the influence of alcoholic beverages or any non-prescribed, controlled substance during work hours; (An employee is to inform their supervisors of any appropriately prescribed prescription medicine that they have been given that may affect their job performance or ability to function at work);
- Consuming or being under the influence of alcoholic beverages or any non-prescribed, controlled substance while on School property;
- Possession of explosives or firearms on School property, while representing the School, or while the employee is conducting any business of the School as an employee or volunteer;
- Unauthorized possession of or use of any School property, equipment, or material;
- Using technology to intentionally host or post improper or inappropriate material that could reasonably be accessed by the School community;
- Unauthorized disclosure of confidential records that include but are not limited to student records, employee records, and/or school records; standardized tests, test supplies or resources during employment and after separation;
- Unauthorized use or disclosure of student records as determined by the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), and by related regulations during employment and after separation;
- Failure to perform job functions or failure to follow Administrative directives in a satisfactory and/or timely manner;
- Co-mingling public or School-related funds with personal funds; submitting fraudulent requests for reimbursement of expenses; failing to account for funds related to School activities collected from students, parents, family members, community members, staff or peers;
- Willfully or knowingly violating any student confidentiality required by federal or state laws, including publishing, providing access to, or altering confidential student information on district or public web sites such as grades, personal information, photographs, disciplinary actions, or individual educational plans (IEPs) without parental consent or consent of students 18 years of age and older during employment and after separation;
- Using confidential student, family, or School-related information in a non-professional way (e.g., gossip, malicious talk or disparagement);
- Improper verbal or physical conduct toward a student, parents, family members, community members, staff or peers;
- Failure to follow School policies, procedures, or job instructions;
- Failure to adhere to job description;
- Failing to adhere to any Code of Professional Conduct for Educators or equivalent as mandated by each state.
- In addition, each employee must advise the Administrator if s/he is arrested for or convicted of

any offense (other than a minor traffic violation) within three days of her/his arrest or conviction. Failure to give prompt notice is grounds for termination of employment.

The listed causes for disciplinary actions are not all-inclusive and the School will determine appropriate discipline reasons and level of discipline or disciplinary actions of each occurrence by examining the specific facts presented.

Should an employee's performance, work habits, overall attitude, conduct or demeanor become unsatisfactory based on violations either of the above or of any other School policies, rules or regulations, the employee will be subject to disciplinary action, up to and including termination.

Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant.

Where appropriate and as circumstances may dictate, supervisors will follow a process of progressive employee discipline. Examples of employee discipline include:

Progressive Discipline

The School's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Disciplinary action may call for all or any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment, all of which will be documented and placed in the employee's personnel file. Depending on the severity of the problem and the number of occurrences there may be circumstances when one or more steps are bypassed.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment.

The Executive Team recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or termination of employment, without going through the usual progressive discipline steps.

While it is impossible to list every type of behavior that may be deemed a serious offense, this Handbook includes examples of problems that may result in immediate suspension or constitute just cause for immediate termination of employment. However, the causes for disciplinary action listed are not all necessarily serious offenses, but may be examples of unsatisfactory conduct that will trigger progressive discipline.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and the School.

POLICY ON FRAUD, BRIBERY AND CORRUPTION

The School prohibits any acts of fraud, bribery, and corruption.

Fraud is defined as any act or omission that intentionally misleads, or attempts to mislead, another party in order to obtain a financial or other benefit or to avoid an obligation.

Bribery is defined as giving, paying, promising, offering, or authorizing the payment of anything of value to any party to influence any person or entity to act improperly.

Corruption is defined as the use or abuse of one's authority or position within the School for private gain.

Reported incidents shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit.

ANTI-BULLYING POLICY

The school prohibits any acts of bullying. Workplace Bullying refers to repeated, unreasonable actions of individuals (or a group) directed towards an employee (or a group of employees) that are intended to intimidate, degrade, humiliate, or undermine; or that creates a risk to the health and safety of the employee(s). Bullying, like other disruptive or violent behaviors, is conduct that disrupts both the student's ability to learn and the school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying is expected of all staff.

Harassment is any form of hostility, conduct or language that alters the conditions of the student's school environment and that creates a hostile, intimidating or offensive school environment. Additionally, sexual harassment can consist of unwelcome sexual advances, intentional and unwelcome touching, verbal remarks and requests or demands for sexual favors. The prohibition against harassment is applicable to all employees.

Reported incidents shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit.

Reporting Student Abuse/Neglect/Battery/Bullying

Requirements and Procedures for Reporting Known or Suspected Cases of Child Abuse/Neglect/Battery/Bullying

When any employee knows of or suspects abuse or neglect of a student under the age of 18 years of age, the employee shall first notify their Supervisor. Then the employee shall call the local reporting agency in the presence of the Supervisor. The employee shall document the notification by using the Suspected Student Abuse/Neglect Form. The School Nurse will be notified, if appropriate.

When any staff employee suspects abuse or neglect of a student that is 18 years of age or older, he/she must first notify the supervisor. The employee must then offer the student the opportunity to report the incident(s) to the local police. The student, as an adult, has the option not to make a call to the police. In either case, the employee must complete a Student

Abuse/Neglect Form that is placed into the student's records.

If the family contacts the School about the report, the family needs to be told to contact the agency or police department that is handling the matter. All reports are to be kept confidential – including between members of the School staff — unless a given staff member needs to know about the matter in order to fulfill his/her duties.

Refer to the anti-bullying policy if an employee believes that bullying is occurring.

ANTI-NEPOTISM

It is the School's policy to consider members of an employee's immediate family for employment on the basis of their qualifications. Immediate family may not be hired, however, if employment would:

Create a supervisor/subordinate relationship with a family member;

Have the potential for creating an adverse impact on work performance; or

Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy must also be considered when assigning, transferring, or promoting an employee. For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece, grandparent, grandchild, members of household. This policy also applies to romantic relationships.

Employees who become immediate family members or establish a romantic relationship may continue employment as long as it does not involve any of the above. If one of the conditions outlined should occur, attempts will be made to find a suitable position within the School to which one of the employees will transfer. If employees become immediate family members or establish a romantic relationship, the School will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale. If accommodations of this nature are not feasible, one of the employees may be asked to resign. The employees will be permitted to determine which of them will resign. If the employees cannot make a decision, the School will decide in its sole discretion who will remain employed.

ABSENTEEISM AND TARDINESS

Regular attendance is important to the smooth operation of Virtual Preparatory Academy of Pennsylvania. If you are late or absent, it places a burden on other employees and may impact productivity, student learning, and classroom and school morale.

You are expected to be reliable and punctual by reporting to work on time and as scheduled. If there is an unscheduled absence or a need for late arrival to work, notify your supervisor at least two hours prior to when your scheduled work shift begins. In most circumstances, you should notify your supervisor within two hours of your work shift each day of your absence, unless you have been granted a leave of absence. In the event of a sickness or accident while performing your duties,

notify your supervisor immediately.

If you are absent for three or more consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider, unless state or local law provides otherwise, before you will be permitted to return to work and you may be required to follow leave request processes.

. Failure to properly report your absences may be considered a voluntary resignation of your position. Employees who fail to report to work for three consecutive business days without notifying the school of the absence will be considered as having voluntarily resigned as a result of job abandonment.

Suspected abuse of sick leave may lead to disciplinary action. Indications of possible abuse include, but are not limited to, repeated usage of sick leave to extend regularly scheduled days off, including weekends, holidays (before or after a holiday), excessive absenteeism on Mondays and Friday, and usage of sick leave on days previously requested and denied as vacation.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day.

OUTSIDE EMPLOYMENT & CONFLICTS OF INTEREST

The School recognizes that some employees may need or want to hold additional jobs outside their employment with the School. Employees may be permitted to engage in outside work or hold other jobs, subject to certain restrictions based on reasonable business concerns. Employees must consult their supervisors or managers for review and approval of outside employment prior to beginning outside employment.

The following rules for outside employment apply to all employees:

1. Work-related activities and conduct away from the School must not compete with, conflict with or compromise the School's interests or adversely affect job performance and the ability to fulfill all job responsibilities.
2. Employees must carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems at the School, the employee will be asked to discontinue the outside employment, and the employee may be subject to the normal disciplinary procedures for dealing with the resulting job-related problem(s).
3. In evaluating the effect that outside work may have on an employee's job performance and other job-related responsibilities, the Employee's supervisor and the human resource department will consider whether the proposed employment:
 - a. May reduce the employee's efficiency in working for the School.
 - b. Involves working for an organization that does a significant amount of business with the School, such as major contractors or suppliers.
 - c. Involves working for an organization that provides competing services.
4. Employees are prohibited from using School property or facilities to perform work for an outside employer unless authorized in advance by a supervisor.
5. Employees may not solicit or conduct any outside business during School work time.

6. Employees who have accepted outside employment may not use School-provided Paid Time Off (PTO) to perform work on the outside job.
7. Fraudulent use of the School's sick leave or an employee's refusal to discontinue outside employment after being requested to do so by his or her supervisor or the human resource department will result in disciplinary action up to and including termination of employment.

DRUG-FREE WORKPLACE

Virtual Preparatory Academy of Pennsylvania is committed to protecting the safety, health and well-being of all employees, students, families, contractors, board members, vendors, and others with whom we interact in our workplace. "Workplace" includes School property, any School-sponsored activities located at any other site where you are performing work or representing the School.

The term "drug" as used in this policy includes alcoholic beverages and prescription drugs, as well as illegal inhalants and illegal drugs and/or controlled substances including, but not limited to, marijuana, opiates (e.g., heroin, morphine), cocaine, phencyclidine (PCP), and amphetamines.

All employees are expected to contribute to maintaining a drug-free workplace. Prohibited activities under this policy include the possession, use, sale, attempted sale, distribution, manufacture, purchase, attempted purchase, transfer or cultivation of drugs in the workplace. Employees are also prohibited from being at the workplace with a detectable amount of drugs in their system. However, the use and/or possession of prescription drugs, when taken as directed and obtained with a valid prescription under federal law, is not a violation of this policy.

As a condition of continued employment, all employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment.

Contact Human Resources for information about the Employee Assistance Program (EAP) and support for participation in drug and alcohol abuse rehabilitation and education programs through the School's health care carrier.

This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

PERSONAL APPEARANCE - DRESS CODE

All employees, working in any capacity with the students, are to maintain and adhere to the following dress code:

The appropriate dress attire for men would include, shirts, non-denim pants/slacks, and shirts with a collar; the appropriate attire for women is dresses, non-denim pants/slacks, skirts and blouses or collared shirts. For safety purposes, shoes must cover heels and toes. The following are not permitted:

- Spandex/exercise/athletic gear;
- Pajamas or other sleepwear;
- Skirts that are more than 2 inches above the knee;
- Revealing tops including those with plunging neck lines;
- Any article of clothing with images or words that are violent, sexual or religious in overtone, promote or refer to alcohol or drugs, or promote School competitors;
- Facial tattoos or tattoos that are violent, sexual or religious in overtone, promote or refer to alcohol or drugs, or promote School competitors;
- Tattoos that cover more than one-fourth of the exposed body part;
- Tongue piercings;
- Teeth ornamented with designs, jewels, initials, etc.;
- Intentional mutilation or radical alteration of any part.

If a uniform shirt or other dress is specified the School, employees may dress in accordance with the School's specific policy.

Generally, if uncertain about whether a particular style of dress or article of clothing is appropriate, choose NOT to wear it to work. The employee should be considerate of the fact that the students are required to dress uniformly and adhere to the dress code of the School. The School staff should present a model for students to follow in areas regarding personal hygiene and appearance.

All employees are expected to keep their work area clean and organized.

Some individuals may have sensitivity or allergic reactions to perfumes, colognes, powders and lotions. If you use these items, use them in moderation and with consideration for those around you.

The School will consider reasonable accommodations to appearance standards for medical and/or religious reasons. Contact your supervisor if you have a request for an accommodation in this area.

For additional dress codes, see State Addendums.

PERSONAL PROPERTY

The School does not provide insurance coverage for employee's personal property. This is the responsibility of each individual. Employees should contact their individual insurance agents to check their coverage. Any personal property brought onto School property is subject to inspection and search.

RETURN OF PROPERTY

Employees are responsible for all School property, materials, or written information issued to them or in their possession or control.

Employees must return all property immediately upon request or upon termination of employment and keep no copies of the property in any media form. The Executive Team may also take all action deemed appropriate to recover or protect its property.

PERMISSIBLE USE OF RECORDING DEVICES

Use of recording or camera functions on electronic communication devices is permitted in the building or on School property solely for the purpose of obtaining or maintaining licensure that is required for your position with Virtual Preparatory Academy of Pennsylvania. Before any recording, you must ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the recording. You may not use the recording for any purpose that is not within the parameters of the permission forms you received for students or adults who appear in your recording.

Use of online recording devices (i.e. conference bridge services) may be used to capture discussions for the purpose of reference. Under these circumstances, all attendees must be audibly notified when recordings are commenced and terminated. These recordings must be made available to all attendees and may be shared with other employees or vendors with whom we have a non-disclosure agreement (NDA). All recordings can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. The information collected may be used as a justification for internal disciplinary action, including, but not limited to demotion, suspension, or termination. The School is under no obligation to share that information with the employee.

You must obtain written permission from your Supervisor prior to recording any conversation, communication, activity or event.

PROHIBITED USE OF RECORDING DEVICES

To encourage open channels of communication among employees and to ensure the privacy of our employees, students, families, board members, contractors, vendors, and others with whom we interact, and to protect the integrity of our business information, you may not openly or secretly tape, record, or videotape, any conversation, communication, activity or event unless necessary for obtaining or maintaining licensure required by your job with the School. This policy also applies to recording conversations and communications with any other third parties either doing business with or connected to Virtual Preparatory Academy of Pennsylvania, including outside legal counsel, auditors and regulatory officials.

You are restricted from using the recording or camera functions on any electronic communication devices anywhere in the building or on School property at any time.

TOBACCO-FREE WORKPLACE

Virtual Preparatory Academy of Pennsylvania is committed to providing all employees with a safe and healthy work environment. All school premises are smoke-free, unless clearly marked otherwise. Smoking a cigarette, cigar, e-cigarette, or pipe or any other form of tobacco, as well as the chewing of tobacco, is not allowed. For your convenience, designated smoking areas are clearly marked. Employees are expected to use the waste disposal receptacles for smoking products.

VIOLENCE IN THE WORKPLACE

Virtual Preparatory Academy of Pennsylvania is committed to providing a safe workplace for employees, students, families, board members, contractors, vendors, and others with whom we interact. The School has zero tolerance for violent acts or threats of violence.

You are expected to conduct yourself in a non-threatening, non-abusive manner at all times. Any direct, conditional or veiled threat of harm to any employee, guest, or School property will be considered unacceptable behavior. Acts of violence, intimidation or bullying of others will not be tolerated.

All employees share the responsibility in identifying and alleviating threatening or violent behaviors. Anyone who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, is to immediately report this information to his/her supervisor, or a management member. You must assume that any threat is serious. The School will carefully investigate reports and maintain employee confidentiality to the fullest extent possible.

Virtual Preparatory Academy of Pennsylvania will take disciplinary action, up to and including termination, and/or legal action as appropriate, against any employee who commits or threatens to commit a violent act against any person while on School premises or while engaged in school business off the premises.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in school policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or Supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

WEAPONS

Virtual Preparatory Academy of Pennsylvania strives to provide a safe and secure workplace for employees, students, families, board members, contractors, vendors, and others with whom we interact. The School has zero tolerance for, and forbids the possession of any type of weapon, firearm, explosive and/or ammunition while on School property or conducting school business, unless explicitly authorized by state law. For purposes of this policy, School property includes, but is not limited to, all School facilities, and School-provided vehicles and equipment that are either leased or owned by the School.

Possession of firearms or other weapons may be cause for discipline, including, but not limited to, immediate termination of employment. In enforcing this policy, Virtual Preparatory Academy of

Pennsylvania reserves the right to request inspections of any employee and their personal effects while on School or school property, to the extent allowable under applicable law. Any employee who refuses to allow an inspection will be subject to the same disciplinary action as having been found in possession of firearms or other weapons.

In the event an employee lawfully possesses a firearm, the employee can store the firearm in the employee's personal vehicle while on school-provided parking areas; however, the firearm must be stored in the employee's locked vehicle, or locked to the vehicle, and hidden from plain view.

Employees share the responsibility of identifying violators of this policy. If you either witness or suspect another individual of violating this policy, you should immediately report this information to their onsite supervisor.

WHISTLEBLOWER POLICY

The School is committed to operating in compliance with all applicable laws, rules and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its board members, officers, employees, or volunteers. This policy outlines a procedure for employees to report actions that an employee reasonably believes violates a law, or regulation or that constitutes fraudulent accounting or other practices. This policy applies to any matter that is related to the school's business and does not relate to private acts of an individual not connected to the business of the school.

A whistleblower as defined by this policy is an employee of the School or its affiliates who reports an activity that the employee considers to be illegal or dishonest business activity. A whistleblower is not responsible for investigating the activity or for determining fault or corrective measures; appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities include but are not limited to, violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If you have knowledge of, or a concern of illegal or dishonest fraudulent activity, you are to call 866.733.9409 or email whistleblowerhotline@accelschools.com. Employees are expected to exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing will be subject to disciplinary action, up to and including termination of employment. All reports of illegal and dishonest activities will be promptly submitted to the school leader who is responsible for investigating and coordinating any corrective action needed.

Pursuant to the Defend Trade Secrets Act, an individual shall not be held criminally or civilly liable under any federal or state trade secret law for the disclosure of a trade secret that: (A) is made (i) in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney; and (ii) solely for the purpose of reporting or investigating a suspected violation of law; or (B) is made in a complaint or other document that is filed in a lawsuit or other proceeding, if such filing is made under seal. An individual who files a lawsuit for retaliation by an employer for reporting a suspected violation of law may disclose the employer's trade secret to the attorney of the individual and use the trade secret information in the court proceeding if the individual files any document containing the trade secret under seal; and does not disclose the trade secret, except pursuant to court order.

Whistleblower protections are provided in two important areas -- confidentiality and protection from retaliation against an employee who makes such a report. To the extent possible, the confidentiality of the whistleblower will be maintained. However, the whistleblower's identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. Additionally, Virtual Preparatory Academy of Pennsylvania does not condone retaliation of any kind.

A whistleblower who believes he/she has been retaliated against must contact Virtual Preparatory Academy of Pennsylvania Human Resources immediately. The right of a whistleblower to protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated. Virtual Preparatory Academy of Pennsylvania may take disciplinary action (up to and including termination) against an employee who in management's assessment has engaged in retaliatory conduct in violation of this policy.

If you have questions regarding this policy, contact Human Resources.

HOURS AND COMPENSATION

See State Addendum for additional hours and compensation policies.

ERROR IN PAY

The School makes every effort to ensure that you receive the correct amount of pay in each paycheck and that you are paid on the scheduled payday.

You should review your paycheck when received and, if you believe an error has been made, contact your supervisor and payroll@accelschools.com immediately. All necessary steps will be taken to research the problem and to assure that any necessary correction is promptly made.

EXEMPT EMPLOYEE REDUCTION OF SALARY

Exempt employees are paid on a salary basis and, in general, must be paid their full salary for any week they perform work. Their weekly salary may be reduced only in the following circumstances:

- Employees who are absent for at least a full day because of personal reasons, sickness or disability will not be paid for that day unless they have accrued paid time off under the Virtual Preparatory Academy of Pennsylvania paid time off or disability policy and the absence qualifies for pay under the policy. Their salary will not be reduced for less than a full day because of personal reasons, sickness or disability.
- Employees who are absent from work for jury duty, attendance as a witness or military leave may have their salary reduced by the amount of payment they receive in the form of jury fees, witness fees or military pay. Their salary will not be reduced by the number of hours or days they are absent unless they perform no work during a given week.
- Employees who work less than 40 hours during their first and/or last week of employment will be paid a proportionate part of their full salary for the time actually worked.
- Employees who take leave under the Family and Medical Leave Act will not be paid for that time unless they have accrued paid time off under the School paid time off or disability policy, if any. Their salary will be reduced by the hours missed, even if it is for less than a full day.
- Employees who violate a safety rule of major significance, may have their salary reduced in an amount to be determined by the School as a penalty for that violation.
- Employees may be suspended without pay for other types of workplace misconduct, but only in full day increments. This refers to suspensions imposed according to a written policy applicable to all employees regarding serious misconduct, including, but not limited to, workplace harassment, violence, drug and alcohol violations, legal violations, etc. The possibility of unpaid suspensions is included into all similar policies.

This policy is subject to applicable state law regarding reduction of exempt employees' salaries if the state law is more favorable to employees.

Prohibited Reductions/Complaint Procedure

Any salaried exempt employee whose salary is reduced in violation of this policy will be reimbursed. If you feel your salary has been improperly reduced, please notify your human resource specialist. No employee will be penalized in any way for making a complaint.

This policy is intended solely to implement Fair Labor Standards Act (FLSA) regulatory requirements, and applicable state law will be applied and modified as necessary in accordance with the requirements, and is not to be considered any type of contract.

HOURS OF OPERATION

Normal operating hours for Virtual Preparatory Academy of Pennsylvania are from 7:30 a.m. to 4:00 p.m., Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide direction for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff.

Give your supervisor as much advance notice as possible for any schedule changes.

INCLEMENT WEATHER

In the case of inclement weather, please consult your school leader for policy and procedures on school opening status.

Hourly staff will not be paid for any hours during a school closure due to inclement weather unless they choose to use available PTO hours.

MEAL PERIODS

All regular full-time employees will have one meal period of thirty minutes in length each workday. Your supervisor will schedule your meal period to accommodate operational requirements. During meal periods, you are not subject to any work responsibilities or restrictions. You will not be paid for meal period time.

OVERTIME FOR NONEXEMPT EMPLOYEES

Depending on the School work needs, employees may be required to work overtime when requested to do so. Nonexempt employees will be paid overtime premiums at the applicable federal or state wage rate, whichever is higher. You are responsible for clearly noting all hours worked, including any overtime hours, on your timesheet.

It is our policy that no overtime can be worked without the advance approval of your supervisor.

Failure to obtain approval in advance of working the overtime is a violation of School policy and may result in disciplinary action.

If, during a workweek, you are away from the job because of an injury, paid holiday, jury or witness duty, sick day or vacation day, those hours not worked will not be counted as hours worked for the purpose of computing overtime pay, even if you receive pay such as sick or vacation pay for such time missed.

Prohibited "Off the Clock" Work

Employees are not to work "off the clock" and are required to ensure that all time worked is properly recorded. If you are given directions to perform work "off the clock," you should promptly notify your supervisor. If your supervisor has given you directions to work "off the clock" and/or has told you not to properly record all hours worked, notify your human resource specialist. You will not be penalized in any way for making such a complaint.

PAY PRACTICES

For overtime calculations and salary administration, the fixed 7-day "workweek" for Virtual Preparatory Academy of Pennsylvania is the period beginning at 12:01 a.m., Sunday and ending at midnight, Saturday. All employees will be paid bi-weekly on every second Friday. For paydays falling on a weekend or holiday, you will be paid the prior business day.

If you are absent on payday and someone else is to pick up your check, it will not be released without a signed note from you authorizing the named person to pick it up. The person designated to pick up your check will be asked to produce satisfactory identification; otherwise, your check will not be released.

If your employment ends, you will be paid your final wages in accordance with applicable state law.

Payroll is biweekly, with all employees paid one week in arrears.

TIMESHEETS

Accurately recording and reporting time worked is the responsibility of every employee in order for the School to calculate employee pay and benefits. All employees are required to accurately record and report all time worked and time away from work and sign their own time report prior to submitting to their supervisor for approval.

Any discrepancies regarding overtime should be resolved by your supervisor before submitting your hours. You may not work "off the clock" and if you are asked to do so, you should immediately report this to management.

LACTATION BREAK

The School will provide a reasonable amount of break time, or amount of time required by state law, to accommodate a female employee's need to express breast milk for the employee's infant child for up to one year following the child's birth, or as required by law. The break time should, if possible, be taken concurrently with other break periods already provided. Employees should clock out for time taken for 30 minutes or more that does not run concurrently with normally scheduled break periods. For office-based employees, Virtual Preparatory Academy of Pennsylvania will provide the employee with the use of a room or other location in close proximity to the employee's work area, other than a restroom, where the employee may express milk in private. Speak with your supervisor should arrangements for a refrigerator be required.

Employees should advise management if they need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under this policy.

OPERATIONS

SCHOOL PROPERTY INSPECTION

In an effort to maintain the safety and welfare of employees and visitors, the School will conduct searches or inspections on reasonable suspicion that a School policy was violated. Areas that may be searched include, but are not limited to, an employee's work area, desks and any other property located on School premises or worksites. Entry on School premises constitutes consent for the School to conduct a search or inspection when there is a reasonable suspicion that a School policy was violated.

USE OF SCHOOL PROPERTY

Employees may use school property, equipment and reference materials for business purposes. School equipment (including, but not limited to, computers, printers, fax machines, etc.) assigned to employees is the property of the school and may not be removed from the building without first obtaining written permission from your supervisor. You are expected to take proper precautions concerning the equipment, reference material and/or property you are assigned to use. Any equipment that is malfunctioning should be reported immediately to your supervisor.

EMPLOYEE SAFETY AND HEALTH

Health and Safety policies are posted in the School. All employees need to review the policies and follow requirements of the building to be certain that they are followed at all times. Failure to follow these policies can result in discipline up to and including termination.

All managers, supervisors, and employees are responsible for protecting and securing School property, materials, equipment and facilities and reporting any security violations, thefts and other

security-related incidents to their supervisor or Human Resources. Failure to protect, to secure, or report any such violations of any employee of the School can result in discipline up to and including termination.

Our employees are our most valuable resource, and their safety is most important to us. You are expected to report all job-related injuries or illnesses to your supervisor immediately, regardless of severity. You are also expected to:

- Obey safety rules.
- Follow safe job procedures and not take shortcuts.
- Keep work areas clean and free from slipping or tripping hazards.
- Use prescribed personal protective equipment.
- Report all safety hazards or malfunctions to a supervisor immediately.
- Use care and proper technique when lifting and carrying objects.
- Observe restricted areas and all warning signs.
- Know and follow emergency procedures.
- Report unsafe conditions to supervisors.
- Report every accident and injury to a supervisor promptly.
- Follow the care prescribed by the attending physician when treated for an injury or illness.
- Attend all employee safety meetings.
- Cooperate fully in accident investigations; serve on safety committee or other loss control activities as needed.
- Any employee who works at a School office and is diagnosed by a medical professional with COVID-19 must notify his/her supervisor within 24 hours of diagnosis. The employee will not be allowed to report to work until cleared by a medical professional or other Center for Disease Control (CDC) protocol.

If you have reported a safety issue to your supervisor and you feel that the issue has not been appropriately addressed, you should report the issue to Human Resources.

To maintain a safe and healthy workplace, both management and employees must work diligently to promote safety.

Failure to observe these guidelines may result in disciplinary action, up to and including termination of your employment.

WORKPLACE CONDITIONS

Reporting Workplace Injuries

The School complies with appropriate federal and state laws regarding workplace injuries. All work-related injuries (including injuries that arise during work related travel) must be immediately reported to your supervisor both verbally and in writing. The Supervisor is then responsible to submit the information to the Human Resources Department within 24 hours of the event. The Human Resources department will file the claim with the appropriate agency. Employees who seek medical attention for a workplace injury are required to provide a return to work slip from the physician or medical facility upon returning to work.

In the event of a workplace injury, the School may require drug/alcohol testing.

Safety Drills and Emergencies

The School has safety drills and emergency procedures designed for each building. Each employee must understand the drills and procedures and be ready to follow them.

School Building Evacuation. In the event of an emergency evacuation, all employees must follow the Safety Drills and Emergency Procedures as determined for each building. This procedure can be found with the building's school leader. Emergency evacuation routes are located in each room of the buildings.

Use of Phone and Mail Systems

Personal use of the telephone for toll calls is not permitted. Employees should practice discretion when making personal calls and may be required to reimburse the School for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

The use of the School-paid postage for personal correspondence is not permitted.

Media Policy

It is the policy of the School that all employees shall refrain from talking to members of the media on School-related issues. If a media representative contacts you, you are expected to refer all inquiries to your school leader or the Executive Team.

Consistency and clarity of message is critical in preserving the School's reputation throughout the business, public and press. Employees are prohibited from releasing any nonpublic School-related information outside the School in any media whatsoever including any and all social media whether general or restricted.

Civic and Community Activities

The School encourages employees to participate in various civic and community activities unless participation interferes with job responsibilities. These activities should be pursued in a responsible manner that reflects favorably upon employees and the School.

Visitors in the Workplace

To provide for the safety and security of employees and students and the facilities at the school, only authorized visitors are allowed in the workplace. Personal visitors are not allowed unless authorized in advance by the school leader. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

A visitor will be considered unauthorized if the visitor failed to do any of the following:

- Enter the school through the main entrance;
- Register as a visitor in the front office;
- Receive permission to proceed to any other location in the building.

Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

Please consult your school leader for more detailed explanation of visitor protocols.

GIFTS AND FAVORS

No employee is to accept a commission, gift, or anything of value above twenty-five dollars (\$25.00) from individuals, groups, clubs or companies within or outside the School that are supplying, or seeking to supply, material or services required in the operation of the School. Acceptance of such gifts may be cause for dismissal. Employees may attend business luncheons with supervisor approval.

The School discourages the presentation of gifts to employees by students and parents/guardians above twenty-five dollars (\$25.00).

Generally, the school leader will not allow gifts of any kind intended for a student from any employee to any student(s), for any reason.

JOB PERFORMANCE EVALUATIONS

Virtual Preparatory Academy of Pennsylvania is committed to attracting and retaining a qualified and competent workforce. Employees typically will receive an annual written performance review and may receive additional performance evaluations at other intervals. Written performance reviews will be based on your overall performance in relation to your job responsibilities, your achievements and work behavior. Informal performance discussions typically occur throughout the year and encourage open supervisor-employee communication.

A positive performance review does not guarantee either an increase in compensation or continued employment. Raises, if given, may be based on a number of factors, such as the School's performance, the School's performance, department or group performance, and individual performance.

SOLICITATIONS AND DISTRIBUTION OF LITERATURE

Virtual Preparatory Academy of Pennsylvania strives to maintain a professional environment and prevent interference with work and inconvenience to others from solicitations and/or distribution of literature.

In an effort to ensure a productive and harmonious work environment, solicitation of any kind by an employee of the School is prohibited while he or she is on working time. This means that any type of solicitation is prohibited if the employee is doing the solicitation or the employee being solicited is on work time.

Distribution or acceptance of literature by an employee is prohibited while he or she is on working time and is also prohibited in any working area of the facility whether an employee is on working or non-working time. This rule includes solicitation or distribution or acceptance of literature for all purposes including lotteries, raffles, political organizations, labor organizations, fraternal organizations, and the like. Distribution of literature by any person who is not an employee of the School is prohibited. If you observe persons violating this policy, you must report the violation to

your supervisor immediately. Employees who violate this policy may be subject to discipline up to and including termination.

In addition, the posting of written solicitations on School bulletin boards is prohibited

TELECOMMUTING POLICY AND PROCEDURE

Equipment

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines and other office equipment) for telecommuting. The human resource and information system departments will serve as resources in this matter. Equipment supplied by the School will be maintained by the School. Virtual Preparatory Academy of Pennsylvania accepts no responsibility for damage or repairs to employee-owned equipment. Virtual Preparatory Academy of Pennsylvania reserves the right to make determinations as to appropriate equipment, subject to change at any time. Equipment supplied by the organization is to be used for business purposes only. Upon termination of employment, all company property will be returned to the company, unless other arrangements have been made.

The employee will establish an appropriate work environment within his or her home for work purposes. Virtual Preparatory Academy of Pennsylvania will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture, or lighting, nor for repairs or modifications to the home office space.

Security

Consistent with the organization's expectations of information security for employees working at the office, telecommuting employees will be expected to ensure the protection of proprietary School and student information accessible from their home office. Steps include the use of locked file cabinets and desks, regular password maintenance, and any other measures appropriate for the job and the environment.

Safety

Employees are expected to maintain their home workspace in a safe manner, free from safety hazards. Injuries sustained by the employee in a home office location and in conjunction with his or her regular work duties are normally covered by the company's workers' compensation policy. Telecommuting employees are responsible for notifying the employer of such injuries as soon as practicable. The employee is liable for any injuries sustained by visitors or household members to his or her home worksite.

Telecommuting is not designed to be a replacement for appropriate family care (i.e. children, pets, other adult dependents). Employees must provide undivided attention to their job responsibilities and to the students and families that we serve during work hours. Personal travel and vacations are to be requested through our paid time off policy and should be communicated with the employee's supervisor.

CHILDCARE POLICY FOR REMOTE EMPLOYEES

Dependent Care

During established work hours, the employee agrees that family care demands shall not compete with work except in the case of an emergency. Working at a remote location is not designed to be a replacement for appropriate family care (i.e. children, pets, other adult dependents). Although an individual employee's schedule may be modified to accommodate family care needs with the approval of the employee's supervisor, the focus of the remote work arrangement must remain on job responsibilities, meeting business needs, and individual performance.

Child Care

The School strives to maintain a professional work environment yet understands the need for an atmosphere that is family oriented. The School values the flexibility that it can provide to its employees due to the virtual setting utilized by the School.

Therefore, the School desires to implement a childcare policy that encompasses family friendly values while maintaining the degree of professionalism necessary to serve the families of the School. Employees of the School must provide undivided attention to their job responsibilities and to the families that we serve during work hours. Childcare needs must not interfere with such duties and responsibilities.

1. Employees may not bring any child/children to any marketing, promotional or testing situations presented where such employee's participation is expected as part of their job responsibilities.
2. Employees may not bring any child/children to a staff meeting. If an Employee feels it is necessary to bring such child/children in violation of this provision, then prior written approval from the Head of School must be obtained and the employee will have to provide their own childcare. No childcare will be provided by the School for children during staff meetings. Employees may bring their child/children to school outings and events, as long as one of the following is true:
 - a. The employee's child/children will be supervised by an appropriate child care provider secured by the employee (other than the employee or any other employee), or
 - b. The child is a student of the School and is participating in an age-appropriate school outing/event and more than one employee is overseeing the outing/event. In the event that there is a fee associated with such an outing, employees are responsible to cover the charges for the employee's child/children and childcare provider (if any).
3. A student or parent should never feel that the services provided to him/her are being disrupted by an employee's child or childcare schedule. Employees are expected to devote their full attention to the duties and responsibilities of their job during work hours, which are typically from **7:30am to 4:00pm** non-holiday weekday, or while conducting School-related business.
4. The school will not be responsible for any costs related to an employee's childcare. For example, if an employee needs to drive extra miles to take a child to a childcare provider in order to attend a School outing, the extra mileage cannot be expensed.

WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor and/or Human Resources. If you or another employee is seriously injured, contact outside emergency response agencies. No matter how insignificant an injury may seem at the time of occurrence, you are to notify a supervisor or Virtual Preparatory Academy of Pennsylvania Human Resources immediately of any workplace accident or injury.

The federal law, Occupational Safety and Health Administration (OSHA) requires that we keep records of all illnesses and accidents that occur during the workday. Employees are required to report any workplace illness or injury, no matter how slight. OSHA also provides for your right to know about any health hazards that might be present on the job. Should you have any questions or concerns, contact your supervisor or Virtual Preparatory Academy of Pennsylvania Human Resources Department for more information.

Workers' compensation insurance coverage is provided by worker's compensation carrier in most states, with the exception of Washington, Wyoming, and North Dakota where coverage is provided by a state fund. Questions regarding workers' compensation insurance coverage should be directed to your supervisor or to human resources at HR@accelschools.com.

COMPLAINT RESOLUTION PROCEDURE

Virtual Preparatory Academy of Pennsylvania is committed to providing a comfortable and productive work environment for employees. It is important that your concerns are resolved in a timely manner in an atmosphere of open communication and mutual respect. You are encouraged to follow the process below for bringing concerns to management for resolution. Employees will not be penalized for taking advantage of this procedure.

First, discuss the problem with your supervisor. If you do not believe a discussion with your supervisor is appropriate, request a meeting with an Virtual Preparatory Academy of Pennsylvania human resources specialist. In an effort to resolve the problem, the Virtual Preparatory Academy of Pennsylvania human resource specialist will consider the facts and may conduct an investigation.

Additionally, the Anti-Harassment Policy in this handbook outlines procedures for employees to report complaints of harassment and discrimination.

INTERNET CODE OF CONDUCT

Access to the Internet has been provided to employees for the benefit of the organization. It is your responsibility to use the Internet in a productive manner. The following guidelines have been established for using the Internet.

Acceptable Use of the Internet

You should use the internet in an effective, ethical, productive and lawful manner. You may use the instant messaging systems and internet forums to conduct official School business or to gain technical or analytical advice. Databases may be accessed for information as needed. Email may be used for work contacts.

Unacceptable Use of the Internet

You should not use the school-provided internet services for non-work-related reasons. Use of the internet must not interfere with the school's productivity or operations.

It is strictly prohibited for you to use the Internet while working for personal gain. Use of the Internet while on School time must not interfere with your productivity or disrupt the operations of the School network or the network of other users.

Employees may not use their personal devices for work purposes for any reason, at any time, without authorization in advance from the school leader.

Communications

You are responsible for the content of all text, audio or images that you place or send over the Internet including, but not limited to, any Web-based sites or programs. During or after employment, employees are prohibited from posting statements, photographs, and video or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating; that

disparage other employees, students, families, contractors, board members, vendors, and others with whom we interact; or that might constitute harassment or bullying. Examples of this conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or School policy.

Except to the extent that you are discussing your wages, hours, or terms and conditions of employment, the following guidelines apply:

- All messages communicated on the Internet should have your name attached to them if they mention or refer to Virtual Preparatory Academy of Pennsylvania in any way;
- No messages regarding or relating to the School are to be transmitted under an assumed name;

Employees may not transmit messages or other communication by means that either mask or hide their identity or indicate that they are sent by someone else if the messages contain information regarding the School's or School's business.

Employees are not allowed to forward School information to one's personal email address. Employees are not allowed to forward employee information to non-employees such as former colleagues, third party service provider, or vendor.

Software and Copyright Issues

Virtual Preparatory Academy of Pennsylvania intends to prevent computer viruses and unauthorized use of copyrighted materials belonging to entities other than the School. You should obtain prior approval before downloading any software. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the School, up to and including immediate termination or legal action by the copyright owner.

Confidentiality and Passwords

While our systems may accommodate the use of passwords for school security, you should not expect confidentiality of your files at work. Virtual Preparatory Academy of Pennsylvania reserves the right to access your Internet use and messages at any time, without notice.

Never disclose personal or system passwords to anyone other than authorized school representatives. You are not to attempt to gain access to another employee's system, including email or voice mail messages.

Security

All information created, sent, or retrieved over the Internet, and transactional/analytic data is the property of the School and are not private. The School may access and monitor all messages and files on the computer system at any time. All communications, including text and images, can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. The information collected may be used as a justification for internal disciplinary action, including, but limited to demotion, suspension, or termination. Pansophic Learning is under no obligation to share that information with the employee.

Harassment

Harassment of any kind is prohibited. Messages with derogatory or inflammatory remarks about an individual or group's race, color, national origin, ancestry, citizenship status, religious creed, sex, gender, gender identity, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation will not be permitted.

Violations

Violations of any guidelines listed in this policy may result in disciplinary action, up to and including immediate termination. If necessary, the School will advise appropriate legal officials of any illegal violations.

SOCIAL MEDIA

Social Media is a powerful tool that has a significant impact on the School and the School. The Social Media Policy is designed to offer practical guidance for responsible, constructive communications via social media channels. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

Employees are prohibited from being friends with any current students or former students under the age of 18 years old at any of our school entities, on any social media sites or platforms.

Employees are prohibited from posting confidential or proprietary information about the school, employees, students or their families, board members, the School, or any other subsidiaries of the business, direct or indirect. This also includes all applicable federal requirements such as FERPA and HIPPA, as well as the Department of Education rules and regulations.

School logos or any other trademarked School -owned images or icons are prohibited from being posted on personal social mediasites.

Photos of students and or student activities are prohibited without prior written approval from the student's parent/guardian and the school leader of the school.

Employees are prohibited from discussing matters of professional life on their personal page (i.e. events during the work day, workshops, trainings, etc.).

The same laws, professional expectations, and behavioral standards that you would follow in your daily operations are expected to be followed when interacting on a social media site. The school respects the legal rights of its employees; what you do on your own time is your affair however activities in or outside of work that negatively affect your job performance, the performance of others, or the business interests of the School will be reviewed on a case-by-case basis.

INSTITUTIONAL SOCIAL MEDIA

School social media pages may only be maintained by an officially appointed employee who is identified as being responsible for the page's content. The page must link back to the School web site and the postings should be brief redirecting a visitor to the contents of the School site.

All posts made on the School social media site should protect the voice of the School by remaining professional in tone and of good taste.

Best Practices:

- Employees are liable for anything they post to the social media site, so think twice before posting.
- Consider your audience and exercise good judgment. The social media site is available to the public; this includes prospective and current students, future employees, colleagues, and/or peers.
- Be authentic and respect copyrights and trademarks.
- Names and/or pictures of current or former students are prohibited without the written consent of the student's parent(s) or legal guardian and the school leader of the building.

Employees are liable for anything they post to social media sites. Violations of the above will result in disciplinary action up to and including termination of employment.

PERSONAL PHONE CALLS AND PERSONAL BUSINESS

During business hours, you are requested to keep personal calls, including personal cell phone calls, to an absolute minimum. No long distance or charged calls, such as directory assistance, other than School business calls, are to be made from School telephones. If it is absolutely necessary that you make a personal charged call from work, you must bill it to your personal credit card or home number, or use your personal cell phone. Telephone records are subject to periodic review by management

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day. Personal visits from friends and family members to the worksite are discouraged.

USE OF COMMUNICATION SYSTEMS

Virtual Preparatory Academy of Pennsylvania provides the communication systems necessary for you to conduct business. You are expected to adhere to proper use of all communication systems. These include, but are not limited to, the telephone, email, wireless communication devices, iPads, tablets, facsimile, Internet access and other external network connections, network file share and storage systems, wide area network, School intranet, voicemail, computers, modems, systems, audio/visual equipment, and other software and equipment.

The School's computing and communications systems are to be used in a productive manner primarily for the School business.

No Privacy Expectations

You should have no expectation of privacy of any correspondence, messages or information located or sent across in the School's computing and communication systems, regardless of the content or purpose. This includes email, social media sites, text messages, chat messages, internet searches and stored documents.

The School may access, monitor, copy, capture, disclose, delete, and use any communication, information or data, whether personal or business related, that is created on, stored on (permanently or temporarily), viewed on, downloaded or uploaded to, accessed by, printed from, or communicated across the school's computing and communication systems with or without notice to the employee. This includes instances where employees transmit or receive text or instant messages on school devices. All messages, regardless of content or the intent of the sender, are a form of school correspondence, and are subject to the same internal and external regulation, security and scrutiny as any other school correspondence.

Email communications must be written following customary business communication practices as is used in correspondence. Email communications are official internal school communications that may be subject to summons in legal proceedings. Work-related messages should be directed to the specific employee(s) rather than sending a global message to all employees. It is the employee's obligation to notify any third parties affected by this policy of the School's policies regarding monitoring employee communications.

Communication systems shall not be used as a forum to promote religious or political causes, or an illegal activity. Offensive or improper messages or opinions, transmission or postings of sexually explicit images or other images or materials inappropriate for the workplace, messages, cartoons, or other such items, or messages that may be construed as harassment or disparagement of others based on race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental/intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender, gender identity, sexual orientation, medical condition, or genetic information are also prohibited.

Unless authorized by personnel with the authority to grant such authorization, any attempt to gain access to another employee's personal communications system and messages is prohibited.

WIRELESS COMMUNICATION DEVICE USE GUIDELINES

Virtual Preparatory Academy of Pennsylvania provides wireless communication devices, including hands-free devices, to Employees who have a job-related need for them. These devices are the property of Virtual Preparatory Academy of Pennsylvania. The following guidelines must be followed:

- Employees are expected to carry wireless communications devices as directed by their supervisor.

- Employees are responsible for lost or stolen wireless communications devices and must report such losses immediately.
- Employees are responsible to take care of these devices and may be responsible for repairs, depending on the nature of the damage.
- Upon termination of employment for any reason, the employee must return all School-issued property.

Safety Concerns

The School values its employees and the safety of others, and it expects employees to put safety first while driving for work purposes. Employees are prohibited from using wireless communication devices while driving unless using a hands-free device. Texting (including composing, sending, or reading) while driving is strictly prohibited. You are strongly encouraged to pull off to the side of the road and park the vehicle in a safe location before placing or accepting a call or before reading or writing e-mail or text messages. You should take special care in situations where there is heavy traffic, inclement weather or you are driving in an unfamiliar area.

You are expected to know and follow all local and state laws related to using communication devices while driving. Employees are responsible for all traffic violations and consequences resulting from the use of communication devices while driving for work.

No Use of Camera Phone

Use of the camera feature on cellular phones or other communication devices presents risks to the school, potentially compromising student information, the privacy of your co-workers, or proprietary information. Use of this feature is banned from all areas on school property or other areas during work-related functions, unless authorized in advance by your supervisor.

Cellular Phone Policy

The school provides employees with efficient, cost effective telephone communication equipment and services. The purchase and use of school-owned cellular telephones shall be limited to the requirement and specifications contained in this policy.

The acquisition of school-owned cellular telephones shall be limited to those instances in which there is a demonstrated need for such equipment to perform essential school business or to improve safety, increase productivity, or in situations in which necessary communications cannot be provided by any other means. The purchase of School-owned cellular telephones shall be subject to written approval by your school leader. An employee has no right or expectation of privacy in using a school-provided cell phone, including voice mails.

a. Use of School Owned Cellular Phones

Cellular telephone calls are more expensive than those using ordinary telephone services. These higher costs shall be weighed against the level of employee need and expected usage. Cellular phones shall be used only when a lower cost alternative is unsafe, inconvenient, or not readily available.

Cellular transmissions can be overheard by others. Discretion is to be used in discussing confidential information using cellular communication. Employees are responsible for taking reasonable precautions to prevent theft and/or vandalism of cellular equipment. Cellular phone usage must comply with the School's "Mobile Device Security Policy" below.

Employees cannot add, modify, or remove cellular telephone equipment or services. The School's Information Technology Department is responsible for adding, modifying, or removing cellular telephones and services. Employees may request authorization for changes from their supervisor. All school-owned cellular telephone purchases, including hardware or software shall be made according to policies established by the Operations and IT departments. You are expected to follow applicable state or federal laws or regulations regarding the use of electronic devices at all times. Telephone records are subject to periodic review by management.

b. Personal Use

The School recognizes that occasions arise in which personal calls need to be made or received on a cellular telephone. However, it is intended that cellular telephones be used for school business-related purposes. Personal calls are to be minimized. Calls home or to the family, etc. by school staff when required to work extended hours shall be considered business calls.

Cellular phones must not be taken on vacation or used when an employee is off duty unless there is a school-related purpose in doing so. Telephone records are subject to periodic review by management.

The School reserves the right to monitor the billing and use of all school-owned cellular telephones and has the authority to withhold any un-reimbursed amount from the employee's wages.

c. Reimbursement for Personal Calls

Employees shall be responsible for reimbursing Accounts Payable for personal calls noted on the monthly cellular service billing.

d. Termination of Use of School Owned Cellular Phones

If the conditions of this policy are violated by the employee, the school leader shall terminate the

use of school-owned cellular phones by the employee.

e. Policy for Employee-Owned Cellular Phones

It is School policy to allow employees to bring personal cellular telephones. Making and receiving personal calls should be limited. Use of personal cellular telephones should not result in additional costs to the School and should not interfere with performance of employee duties or normal business operations. Employees are trusted to exercise good judgment in both the duration and frequency of such calls. The School does not normally reimburse employees for personal cellular phone charges.

Employees may not use their personal devices for work purposes for any reason, at any time, without authorization in advance from the school leader.

Upon resignation or termination of employment, or at any time upon request, you may be asked to produce your personal device(s) for inspection. All School data on personal devices will be removed by IT upon termination of employment. Failure to follow policies and procedures may result in disciplinary action up to and including termination of employment.

Mobile Device Security Policy

Mobile devices must be appropriately secured to prevent sensitive or confidential data from being lost or compromised, to reduce the risk of spreading viruses and to mitigate other forms of abuse of the School's computing and information infrastructure. Any approved device is required to have an anti-virus, mobile device management (MDM) and "remote wipe" software installed. This MDM software will store all School-related information, including calendars, emails and other School-related applications in one area that is password-protected and secure. The IT department must approve any personal device and install all required software prior to the device being used for work-related activities. A mobile device includes but is not limited to a laptop, flash drive, MP3 player, CD's DVD's, portable hard drives, tablet, smart phone, or digital camera.

Employees must follow these mobile device security policies:

1. All School issued mobile devices must have encryption turned on.
2. Device authentication must be turned on, on all mobile devices and must have password protection on at all times.
3. Bluetooth capabilities on all mobile devices must be disabled when they are not actively transmitting information. All Bluetooth devices must always be in the "hidden" mode.
4. Whenever possible, all mobile devices must be password protected. Choose and implement a strong password and following policies established by Information Technology for password complexity.
5. The physical security of these devices is the responsibility of the employee to whom the device has been assigned. Devices shall be kept in the employee's physical presence whenever possible. Whenever a device is being stored, it shall be stored in a secure place, preferably out-of-sight.
6. If a mobile device is lost or stolen whether that device is School property or personally owned any device that contains School data must promptly report the incident to the IT Department/Help Desk and proper authorities. Also, be sure to document the serial number of your device now, for reporting purposes, in the event that it is lost or stolen.
7. Sensitive or confidential documents audio, and video, if stored on the device, must be encrypted if possible.
8. Mobile device options and applications that are not in use must be disabled.

9. Sensitive and confidential information must be removed from the mobile device before it is returned, exchanged, or disposed.
10. All mobile devices must have enabled screen locking and screen timeout functions.
11. No personal information shall be stored on mobile devices unless it is encrypted and permission is granted from the data owner.
12. Before a mobile device is connected to the IT systems, it shall be scanned for viruses (the user risks having files on the device deleted if any viruses are detected). If media mobile device is used for transitional storage (for example copying data between systems), the data shall be securely deleted from the mobile device immediately upon completion.
13. You should have no expectation of privacy of any correspondence, messages or information located or sent across the School's computing and communication systems, regardless of the content or purpose or whether the device is personal or business. This includes email, social media sites, text messages, chat messages, internet searches and stored documents.
14. Cloud-based applications or backup that allows School-related data to be transferred to unsecure parties are prohibited. Additionally, personal devices may not be synchronized to other devices that have not been authorized. Making any modifications to the device hardware or software beyond authorized and routine installation updates is prohibited unless approved by IT. You may not use unsecure Internet sites."
15. Violation of these technology policies is a serious offense and may result in disciplinary action up to and including termination.

EMPLOYEE BENEFITS

HOLIDAYS

Full-time employees are eligible for paid holidays during each calendar year.

Virtual Preparatory Academy of Pennsylvania Holiday Calendar observes the following holidays each year.

Holiday	2020-21 Date	Holiday	2020-21 Date
Independence Day	July 3	New Year's Day	January 1
Labor Day	Sept 7	Martin Luther King Day	January 18
Thanksgiving Day	November 26	Presidents Day	February 15
Day after Thanksgiving	November 27	Memorial Day	May 31
Christmas Day	December 25		

These days are paid days off for full-time 12-month staff, as well as full-time 10-month hourly staff if the holiday falls on a regularly scheduled workday. A paid holiday does not count as a day worked in calculating overtime for the week.

Additional days off for instructional staff (Teachers, Instructional Aides) will be communicated by the school leader at the start of the school year.

When holidays fall or are celebrated on a regular workday, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate, and an additional payment

of straight-time for the actual time they work that day.

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the vacation day, or the eligible employee will receive an additional vacation day at the option of the school.

If a holiday falls within a jury duty or bereavement leave, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the leave day, or the eligible employee will receive an additional day off at the option of the school.

PAID TIME OFF (PTO)

Virtual Preparatory Academy of Pennsylvania offers Paid Time Off (PTO) for full-time regular employees to use for illness, personal business, or unexpected emergencies. The number of PTO days provided depends on the employee's role and is shown in the tables below. All full-time regular employees will earn PTO beginning with their date of hire. PTO accrues based on total hours worked, up to 40 hours in a workweek. Employees will not earn PTO while on any type of leave.

Completed School Years Worked*	10-Month Staff: Annual PTO Eligibility		
	Date of Hire		
	July 1, 2020 – September 26, 2020	September 27, 2020 – November 21, 2020	On or After November 22, 2020
Date of Hire through End of 2nd Year	10	7	4
Start of 3rd Year through End of 6th Year	12		
Start of 7th Year and Continuing Thereafter	15		
Maximum School Year Accrual	Annual Benefit + 5 days		

*School Years Worked is defined as uninterrupted employment in consecutive school years.

12-Month Administrative and Operational Staff: Annual PTO Eligibility			
Completed School Years Worked*	Date of Hire		
	July 1, 2020 – September 26, 2020	September 30, 2020 – November 21, 2020	On or After November 22, 2020
Date of Hire through End of 2nd Year	15	10	5
Start of 3rd Year through End of 6th Year	18		
Start of 7th Year and Continuing Thereafter	20		
Maximum School Year Accrual	Annual Benefit + 5 Days		

* School Years Worked is defined as uninterrupted employment in consecutive school years.

On non-instructional days that are not designated as School holidays, 12-month employees are to utilize PTO if they are not working.

Prior to the start of the employment term, all full-time regular employees may elect to carryover or receive payment for a limited number of unused PTO days. Employees must work until the end of the School Year and remain in good standing throughout the School Year as defined by the school in order to receive payment or carry over unused PTO days.

Work and Pay Schedule	Maximum Unused PTO Carryover	Maximum Unused PTO Payout
10-month salaried	5 days	3 days @ \$200/day
10-month hourly		3 days, calculated based on regular daily rate, not to exceed 8 hours per day
12-month salaried		
12-month hourly		

Employees requesting PTO must do so in writing and obtain their supervisor’s approval in advance. Where possible, employees are expected to provide at least 5 business days’ advance notice to their Supervisor so that the school may schedule work and plan for business requirements. If advance notice is not possible due to an emergency situation, employees still must follow the established call-off and any appropriate leave request procedure.

The use of PTO days will not be approved during the following: the first four weeks or last two weeks of the School Year; the day before or day after a holiday break; during state and/or district level testing; during in-services/professional development days; or on any other “blackout” date designated by the school. Except in extraordinary circumstances, Instructional Staff may use no more than 1 PTO day in any given calendar month.

No more than 3 days of PTO may be used in the first 2 months of employment.

Pay for PTO days will be paid on the regular pay cycle and on actual straight time hours worked. No overtime hours are included in PTO calculations. PTO days are not considered hours worked when calculating overtime hours.

If there are conflicting dates, preference generally will be given to the employee who has the most

tenure. A more junior employee who already has an approved PTO schedule will not, however, be bumped by a more tenured employee.

If planned PTO has to be canceled due to the needs of the School and you are unable to reschedule the time off within the year, the School reserves the option of paying you in lieu of taking the canceled PTO or allowing you to reschedule your time off.

In certain circumstances, employees may be permitted to donate their PTO days to other eligible employees. Contact Human Resources for more information regarding PTO day donation.

Absences from work that are not covered by PTO or another type of authorized leave will be considered unpaid and unexcused, and may result in disciplinary action, up to and including termination of employment.

Upon separation of employment, if you have taken unearned PTO time, you agree to repay any such amounts and you will be required to complete an authorization form to allow deductions from your final paycheck, to the extent permitted by law.

Unused PTO days will not be paid out upon resignation or termination during the School Year.

ULTIPRO® ONLINE SERVICES

Visit UltiPro® online to access training, secure personal information and work tools.

Access UltiPro for First-Time Login

- Go to <https://e42.ultipro.com>

User ID: Your User ID will be your last name in lowercase with the first initial capitalized, the capitalized first initial of your first name, and the last two digits of your birth year. For example, Jane Doe will have a user name of DoeJ50. Please make sure you capitalize the first initial of your last name and first name.

Password: Your password will be your Birthdate entered as mmddyyyy, no spaces or dash just numbers. For example, Jane Doe with a date of birth of October 5, 1950 will have an initial password of 10051950.

Upon your first login you will be asked to change your password. The requirements are as follows:

- Must be at least 8 characters
- Must contain at least 1 uppercase letter
- Must contain at least 1 lowercase letter
- Must contain at least 1 number and 1 special character.

As you create your new password, each requirement will be greyed out as you fulfill it.

Please make a note of your credentials, so that you can log in at any point in time to view pay stubs or update information.

Access UltiPro via Single Sign On (preferred)

- Go to <https://www.office.com/>
- Sign in using your Active Directory credentials. These are the same credentials you use for your work computer.

- Look under Apps → UltiPro or it may be under All Apps → Other → UltiPro

When logging in for the first time you will be asked the below security questions. Please use the examples for help on formatting.

Date of Birth (Example: mm/dd/yyyy)

Address City (Example: Columbus)

Last Name (Example: Smith)

Multi-Factor Authentication will still be a required due to the sensitive information. You will need to enter in your access code.

Your personal information is accessible only to you through multiple layers of security and industry-standard data encryption. Since payroll information and other sensitive data are accessible through your account, it is important you do not share your username and password with others.

LEAVE OF ABSENCE

For additional leave of absence policies, see State Addendums.

LEAVE OF ABSENCE PROCEDURES

Employees requesting leave of absence must submit a Leave of Absence Request Form and contact Unum to start the leave process. Employees absent for three consecutive days are required to follow the leave request procedures.

Employees must complete the Leave Request Form with the estimated start and end date of your leave and provide to your supervisor to review before submitting to human resources. If the dates change, please let your supervisor and human resources know right away by contacting HR@accelschools.com

Call Unum to notify them of your leave request.

- You can start your leave claim either online or by telephone:
- **Policy #: TBD**
- www.unum.com - Telephone: 866-779-1054
- Monday-Friday - 8:00 a.m. to 8:00 p.m. Eastern

If you are eligible for leave, certification of health care provider form may be required. If so, it will be mailed in your initial leave packet within two (2) business days of filing your leave. You will be provided a minimum of 15 days from the date the leave is requested to complete and return this form.

Family and Medical Leave Act (FMLA)

Where Virtual Preparatory Academy of Pennsylvania is a Covered Employer under applicable federal law, the School provides unpaid Family and Medical Leave (“FMLA”) to eligible employees.

Eligible Employee

To qualify to take family and medical leave, you must meet the following requirements the date your leave is to begin:

1. You are an active full-time or part-time employee who works at a Virtual Preparatory Academy of Pennsylvania worksite where 50 or more Virtual Preparatory Academy of Pennsylvania employees work within a 75-mile radius of that worksite;
2. You have been employed by Virtual Preparatory Academy of Pennsylvania for at least 12 months in the preceding 7 years; and
3. You have worked 1,250 hours during the 12-month period immediately before the beginning of the leave.

In determining eligibility for employees returning from military service, such employees will be given credit for the months served and the hours of service that would have been performed if not for the absence caused by active service.

Approved Reasons for Leave

FMLA leave may be taken for the following reasons:

1. The birth of an employee's child or care for the newborn child;
2. The placement of a child with the employee for adoption or state-approved fostercare;
3. The employee's own serious health condition or the care of an employee's spouse, child or parent ("family member") who has a serious health condition. A "serious health condition" is an illness, injury, impairment or physical or mental condition that involves either inpatient care or continuing treatment by a health care provider. The continuing treatment requirement is met where an employee is out of work due a) to an incapacity of more than three consecutive, full calendar days and during which the employee visits a health care provider on at least one occasion; b) to an incapacity caused by pregnancy or prenatal care; a chronic condition, or long-term conditions; or c) to absences for multiple treatments;
4. The employee's care of a "covered service member" who has sustained a serious injury or illness during active duty ("military caregiver leave"). The employee must be the spouse, son, daughter, parent, or next of kin of the covered service member. A "covered service member" means a member of the Armed Forces, National Guard, or Reserves, who is undergoing medical treatment, recuperation or therapy, is in out-patient status, or is on the temporary disability retired list for serious injury or illness. A "covered service member" also includes a covered veteran of the Armed Forces, National Guard, or Reserves, who was discharged or released within five years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy for a serious injury or illness. For covered veterans who were discharged or released under conditions other than dishonorable prior to March 8, 2013, the time period between October 28, 2009 and March 8, 2013 will not be counted towards the determination of the five-year period for covered veteran status. A "serious injury or illness" for military caregiver leave includes an injury or illness that was incurred or aggravated by the covered service member on active duty in the Armed Forces and in the case of a covered veteran, manifested itself before or after the member became a veteran.
5. The employee's responding or attending to a "qualifying exigency," arising out of a military member's active duty or notification of an impending call or order to covered active duty in the Armed Forces, National Guard or Reserves in a foreign country. A "military member" includes a spouse, son, daughter, or parent of the employee. A "qualifying exigency" includes the following:
 - a. Short-notice deployment where a covered military member is notified of a call or order to active duty seven or less calendar days prior to the date of deployment;
 - b. Military events and related activities sponsored by the military;
 - c. Childcare and school activities, where necessary to arrange for alternative childcare, provide childcare on an immediate need basis, enroll in a new school or day care or attend meetings with school officials;
 - d. Financial and legal arrangements to address the covered military member's absence;
 - e. Counseling of eligible individuals by someone other than a health care provider;
 - f. Rest and recuperation, for purposes of spending up to 15 days with a covered military member who is on short-term, temporary, rest and recuperation leave;
 - g. Post-deployment activities;
 - h. Parental care, including arranging for alternative care, providing care on an immediate need basis, admitting to or transferring the parent to a care facility where the military member's parent is incapable of self-care and the need to provide such care arises out of military member's active duty or call to active duty; and

- i. Other activities related to the military member agreed upon between you and Virtual Preparatory Academy of Pennsylvania.

Length of Family and Medical Leave and Qualifying Exigency Leave

An eligible employee is entitled to a combined total of 12 workweeks of unpaid leave within a 12-month period for family and medical and qualifying exigency leave. The amount of leave available to you will be calculated by looking backward at the amount of leave taken within the 12-month period immediately prior to the first date of leave. Family and medical leave and qualifying exigency leave may run concurrent with other federal, state and local leave laws.

Leave taken for the care of a newborn child or placement for adoption or foster care must be taken within 12 months of the birth or placement of the child. If both parents are employed by Virtual Preparatory Academy of Pennsylvania, and are eligible for leave, except for leave due to your serious health condition or your spouse's or child's, you may both take a combined total of 12 weeks. Leaves may be taken as an intermittent leave or a reduced schedule in the following situations:

- a. For your own serious health condition or the serious health condition of a family member when medically necessary or when the need for leave is best accommodated through scheduling.
- b. For a qualifying exigency leave.

An employee requesting intermittent leave/reduced schedule leave may be transferred temporarily to an available alternative position with equivalent pay and benefits, or to a part-time position with an equivalent hourly rate and benefits, if such a position better accommodates the need for intermittent leave/reduced schedule leave.

Length of Military Caregiver Leave

An eligible employee is entitled to a combined total of 26 workweeks of unpaid leave within a single 12-month period for military caregiver and other qualifying FMLA leave. If both a husband and wife are employed by Virtual Preparatory Academy of Pennsylvania and are eligible for military caregiver leave, the two may take a combined total of 26 weeks. Military caregiver leave may run concurrent with other leave entitlements provided under federal, state and local law.

Intermittent leave or a reduced schedule may be approved for military caregiver leave where medically necessary and where the need for leave is best accommodated through scheduling. An employee requesting intermittent leave/reduced schedule leave may be transferred temporarily to an available alternative position with equivalent pay and benefits, or to a part-time position with an equivalent hourly rate and benefits, if such a position better accommodates the need for intermittent leave/reduced schedule leave.

Substitution of Paid Leave

If you are taking family and medical leave due to your own serious health condition, you should substitute all accrued paid leave, including accrued and unused sick leave, paid vacation, paid personal time, paid time off and, if applicable, short-term salary continuation, before continuing leave on an unpaid basis. When receiving disability benefits under a disability benefit plan, the substitution of your accrued paid leave is not required.

If you take leave under this policy for reasons other than your own serious health condition, you

must use all accrued paid leave before continuing on an unpaid basis. Any family and medical leave, qualifying exigency leave, military caregiver leave, whether paid, unpaid or a combination, will be counted toward the 12-week or 26-week leave entitlement, as applicable.

Employee Notification Requirements

If you expect to take family and medical leave, qualifying exigency leave or military caregiver leave, you must notify Human Resources of your intention to take leave at least 30 days in advance of the expected leave by completing a Leave of Absence Request form. If the leave is not foreseeable, you must provide notification as soon as practical. In addition, you must comply with Virtual Preparatory Academy of Pennsylvania established absenteeism and tardiness policies.

Medical Certification

Within 15 calendar days of the request, an employee who takes leave for his or her own or a family member's serious health condition, or to care for a covered service member, must submit medical certification to Human Resources detailing the reason(s) for the leave. If you fail to do so, Virtual Preparatory Academy of Pennsylvania may delay the start of the requested leave, withdraw any designation of the requested leave as FMLA leave, or deny the requested leave, and consider time taken off subject to the School's established absenteeism and tardiness policies.

If your medical certification is incomplete and/or insufficient, Human Resources may notify you in writing as to what is incomplete and/or insufficient. You will then have seven calendar days to resubmit the medical certification. Failure to provide a complete and sufficient certification by the date required may result in the denial of the requested FMLA leave.

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

"Qualifying Exigency" Leave Certification

Within 15 calendar days of a request for qualifying exigency leave, the employee must submit written certification detailing the reason(s) for leave to Human Resources.

You may also be required to submit appropriate supporting documentation, such as a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status.

Job Restoration

When returning from an authorized leave, an employee will normally be returned to the same or an equivalent position, with no loss of benefits accrued prior to leave. Absences due to leave will not be counted as time worked for the purpose of seniority or computing paid time off for vacation, sick leave or personal days. In the event your position is affected by a decision or event not related to your leave of absence (e.g., job elimination or layoff), you will be affected to the same extent as if not on leave.

Certain "key employees" as defined under the FMLA may not be eligible to be restored to the same or an equivalent position after leave if doing so would cause substantial and grievous economic injury to the operations of the School. If applicable, Virtual Preparatory Academy of Pennsylvania will notify "key employees" in writing of their status and the conditions under which job restoration will be denied.

Compensation upon Return to Work

Regular pay for 10-month salaried employees returning from Leave of Absence is subject to review and pro-ration for the remainder of the annual term. Pro-ration results when the employee's actual annual number of work days is significantly lower than the number estimated at the start of the employment term.

Workers' Compensation and Family and Medical Leave

If you are eligible for FMLA and are on leave due to a workers' compensation injury that meets the definition of "serious health condition," the absence will count towards your family and medical leave. You may be asked to provide a medical certification form to determine if your workers' compensation injury meets the definition of a serious health condition.

Questions about Family and Medical Leave

If you have any questions about your rights or responsibilities under this policy, contact Human Resources. Virtual Preparatory Academy of Pennsylvania will comply with all applicable federal, state and local laws in administering this policy.

BEREAVEMENT LEAVE

Full-time and part-time regular employees may take up to three (3) days off work for the death of a spouse, registered domestic partner, civil union relationship, child, parent, sibling or comparable step-relation, and up to one (1) day off work for the death of all other family members. The eligible time off will be paid. Contact your supervisor as soon as reasonable to request time off for bereavement leave.

CONTINUATION OF BENEFITS

All active, full-time employees covered by the School's health policies may continue plan coverage for up to 12 weeks during an approved leave of absence, or for any longer period, as required by law.

While on leave, you must continue to pay any required contribution for health coverage, as well as make payments for any other applicable benefits that would otherwise be automatically deducted from your wages (e.g., supplemental life insurance, credit union loans, and loans).

Your failure to pay any required employee contributions does not relieve you of your obligation to pay such contributions. Contact the Payroll department for details regarding employee contributions.

If you do not return to work upon expiration of the applicable 12-week period (or such longer period as required by law), coverage will terminate and you will have the opportunity to continue coverage for a limited period of time under COBRA in accordance with applicable law.

JURY DUTY AND WITNESS LEAVE

If you are summoned to jury duty or to appear in court as a witness, the school will continue your pay in accordance with FLSA and applicable law. If you are summoned to jury duty, Virtual Preparatory Academy of Pennsylvania will continue your pay for 5 days of jury service per calendar year. If you are required to serve more than 5 working days of jury service in a calendar year, you will be allowed additional time off without pay to complete the jury service. The school will continue to pay for this extended period of service in accordance with FLSA and applicable law. You must notify your supervisor as soon as it is known your jury duty will be extended.

To qualify for either jury or witness duty leave, you must submit a copy of the summons to your supervisor as soon as it is received. In addition, you must also submit to your supervisor a related proof of service when the period of jury or witness duty is completed. No adverse employment action will be taken against employees due to their service as either a juror or witness in state or federal courts.

MILITARY LEAVE OF ABSENCE

A leave of absence without pay for military or reserve duty or National Guard training will be granted to employees. The employee should submit copies of military orders to his or her supervisor as soon as possible. The employee may use any accrued but unused vacation time or paid time off. Exempt employees who perform any work in a week in which they also have military duty will be paid their full salary. Eligibility for reinstatement following a military leave of absence will be determined in accordance with applicable federal and state laws.

WORKERS COMPENSATION AND PTO

Any injury on the school or Virtual Preparatory Academy of Pennsylvania premises should be reported immediately to your supervisor and human resources, and all applicable incident reports and documents must be completed and turned in to HR@accelschools.com. An employee who is injured and misses work must use available PTO hours to cover the days they are absent, if they wish to be paid. Additional compensation for missed work days is subject to insurance guidelines and policies. Contact your Workers' Compensation claims adjuster for more details.

Upon return from a workers' compensation leave due to an injury, you must provide a release to return to work. Any restrictions must be noted on the release. The School will consider modifications or adjustments to help facilitate your return to work.

PERSONAL LEAVE OF ABSENCE

You may be granted a leave of absence to attend to personal matters in situations in which the school determines that an extended period of time away from the job will be in your and the school's best interest.

Requests for a leave of absence or any extension of a leave should be submitted in writing to your supervisor at least 30 days prior to commencement of the leave period or as soon as is practicable. Your supervisor will forward the request to the appropriate manager recommending approval or denial. Management will make the final decision concerning the request. While on approved leave,

you are expected to report any change of status in your need for leave or your intention to return to work.

You may be required to use all accrued paid time off while on leave before going on unpaid leave. For information on health care coverage during a leave of absence, refer to the Continuation of Benefits policy. Benefits that accrue according to length of service, such as paid time off, holiday, and sick days, do not accrue during periods of leave.

Upon return from a personal leave due to an illness or injury, you must provide a release to return to work. Any restrictions must be noted on the release. The School will consider modifications or adjustments to help facilitate your return to work.

A personal leave of absence may not provide a guarantee of reinstatement to the same or similar position.

VOTING LEAVE

Employees are encouraged to fulfill their civic responsibility by voting in local, state and national elections. If you are unable to reach your polling place outside of work hours, you may take up to 2 hours of unpaid time off to vote. You are required to provide reasonable notice to your supervisor, and evidence of voting may be required.

PENNSYLVANIA SPECIFIC POLICIES

EMERGENCY RESPONDER LEAVE

The School allows employees who are volunteer fire fighters, volunteer fire police officers or volunteer members of an ambulance service or rescue squad to be late for or absent from work if they responded to an emergency before their workday started.

In the event that you need to take time off following emergency responder duty, inform your supervisor before doing so, when possible. An employee taking leave must use all accrued paid time off, vacation and/or personal time before continuing leave on an unpaid basis. You may be required to provide documentation to support your absence.

JUDICIAL WITNESS/CRIME VICTIMS LEAVE

An employee who is the victim of a crime, family member of a crime victim, or witness to a crime is eligible to take leave to appear at court or other legal or investigative proceedings associated with the crime.

An employee taking leave must use all accrued paid time off, vacation and/or personal time before continuing leave on an unpaid basis. You must provide documentation supporting your need for leave. The School will maintain the confidentiality, to the extent possible, of any written documents or records submitted and the fact that leave has been requested.

HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received the School's Employee Handbook ("the Handbook"), dated July 1, 2020, and understand that violations of the policies contained in the Handbook including, but not limited to, the Anti-Harassment Policy, could result in disciplinary action, up to and including termination.

I understand I must repay the School any vacation/PTO used but not accrued at the time my employment ends, and I hereby authorize the School to deduct such amounts from my final paycheck to the extent permitted by law. I also agree that if requested, I will complete a new deduction authorization form to facilitate such deductions.

I further agree and consent to all policies contained herein and understand that the information contained in the Handbook represents guidelines for the School and that the School reserves the right to modify the Handbook or amend or terminate any policy, procedure or employee benefit program at any time.

I further understand that the contents of the Handbook do not form a written employment contract for employment for a specific term or duration. My employment with Virtual Preparatory Academy of Pennsylvania is at-will unless a duly authorized employment agreement with Virtual Preparatory Academy of Pennsylvania provides otherwise.

I further understand that no manager, supervisor or other representative of the School, other than the president or vice president, has any authority to change my at-will status or enter into any agreement guaranteeing employment for any specific period of time. I also understand that any such agreement, if made, will not be duly authorized and enforceable unless it is in writing and signed by both parties.

My signature below certifies that I understand the at-will employment relationship between the School and myself.

I further understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the onsite supervisor.

Employee Signature

Date

Print Name

Please sign and return one acknowledgment to your supervisor and retain the other for your records.

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Employee Signature

Date

Print Name

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Appendix R

Virtual Preparatory Academy of Pennsylvania

Charter Choices Draft Agreement

CHARTER CHOICES

December 26, 2019

Virtual Preparatory Academy of Pennsylvania
Attn: Richard Flynn, President – Board of Trustees
1500 Market St, 39th Floor
Philadelphia, PA 19103

It has been our privilege to work in recent months to help Virtual Prep win approval to deliver innovative educational opportunities to children and families across our Commonwealth. We appreciate the opportunity to propose to support the Board of Trustees and leaders via the school's Accounting and Finance functions and related processes. If engaged, we pledge to Virtual Prep the hallmarks of our team's service that have made us the premier provider of back-office and advisory support to charter school leaders and boards across Pennsylvania:

- Best practices in accounting and finance processes
- Strong internal controls and audit-readiness
- Proprietary technology and systems
- Outstanding communication and responsiveness

We are committed to working in a collegial and collaborative relationship with Accel in mutual support of school's mission. This proposal specifies several functions identified in the charter application and with Accel taking a lead role in day-to-day core accounting activities. Recognizing the importance of the Virtual Prep's independence and the politically-sensitive environment in which the school would operate, at the Board's request, we would be happy to provide an amended proposal and structure in which Charter Choices would also perform the day-to-day functions typically performed by an internal Business Manager, which would ensure independence while also achieving cost savings. (Day to day accounting functions and transactions such as Payroll, Accounts Payable and the General Ledger would remain with Accel).

The functions included in this proposal include:

- District Billing and Accounts Receivable
- Monthly review and analysis of (Accel) school budget and financial statements
- Federal and State Reporting and Compliance
- Independent validation of Accel invoices, fees and charges
- Support to the Board and attendance/participation in regular Board meetings

As a member of an organization whose members have been involved with PA charter schools since their inception, I can assure you that Virtual Prep will receive the highest quality of customer service available. Supporting charter schools and the charter school cause is the mission of our organization, and we have been

doing so as individuals and through our Charter Choices team for nearly 20 years. **During that period, Charter Choices has become the premier business service provider in the Commonwealth, currently serving more than 40 charter and cyber charter schools in Pennsylvania.**

You will see from our proposal that we focus on providing business services exclusively to charter schools in Pennsylvania and their related organizations. We believe that the team – all of whom reside in PA and are always available to Virtual Prep’s leadership team - we have assembled to serve the School is uniquely qualified and possesses the right combination of training, experience, commitment and creativity to drive effective outcomes and exceptional value in support of Virtual Prep’s Board, leadership team, staff, students and families.

Charter Choices is not aware of any conflicts of interest, litigation or investigations and has the ability to provide all services necessary on a timely basis in order to accomplish the services identified.

We would welcome the opportunity to discuss this proposal to the full Board of Trustees and answer any questions you or they may have.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Corcoran", with a long horizontal flourish extending to the right.

Kevin Corcoran

kevin@charterchoices.com

cell: 215-431-0390

office: 215.481.9777 ext. 123

SERVICE PROPOSAL

• PROPOSAL QUALIFICATIONS

The founders of Charter Choices have been working with charter schools since their inception in the Commonwealth more than 20 years ago. Our first client was chartered in 1997 and continues to be a client. We currently provide services to over 40 charter schools in Pennsylvania.

Our philosophy has been, and continues to be, to consistently provide the highest quality of personalized services to our clients. **We believe that our strength comes from our industry experience and our commitment to enable charter leaders to focus on their school's mission.** We realize this strength through the following qualities, which we believe distinguish Charter Choices from other business services providers:

- **Engagement.** We are deeply engaged in the charter school movement, across the Commonwealth of Pennsylvania. Over the past year, Charter Choices employees participated in more than 10 conferences and events across state. Whether it is the annual Charter School Day on the Hill or a School Reform Commission meeting, if it has to do with charter schools in Pennsylvania, we're there.

Charter Choices' founder Michael Whisman has testified before the state House of Representatives' Education Committee on the topic of charter school funding numerous times over the past several years. We know that context matters – that policy development in Harrisburg may result in on-the-ground changes that affect future Virtual Prep families across the state. We serve our clients best by being able to anticipate potential changes, advocate for or against them based on your interests, and advise responses to new realities.

- **Focus.** Where competitors offer a variety of services in multiple industries, since our inception we have focused exclusively on providing accounting and business services to charter school clients. This single-minded focus on charter schools has made it possible for us to develop a multi-dimensional understanding of our client schools and their needs. Further, it has enabled us to build a staff uniquely suited to our client base. Providing sound financial guidance to schools requires financial expertise, but that expertise is too often lost in translation when it is not coupled with an understanding of the culture of schools and aspirations of educators. Our leadership team, which includes two CPAs and two former charter school administrators with, collectively, 10 years of K-12 teaching experience and 20 years of charter school administrative and leadership experience, possesses a breadth and depth of industry knowledge unrivaled by our peers.
- **Team orientation.** We recognize that the quality of our services depends not only on our leaders but also on our talented staff accountants and functional specialists. Accordingly, we work hard both to build accounting and business skills among our junior staff and to foster connection between our staff and the schools we serve. All Charter Choices staff are expected to complete professional development activities with financial support from the company. All participate in volunteer activities at our client schools. And all receive personal development plans based on formal and informal feedback from our clients.

In addition, at least quarterly, our leadership team performs a “round table” review of client financials and operations to identify trends and provide feedback. This sharing enables us to identify and disseminate best practices quickly and to deliver on our mission to offer high-quality, efficient and timely service that exceeds our clients' expectations and helps them to meet their educational goals.

- **PROPOSED SERVICES**

Charter Choices' engagement will be designed to perform the following services, which provide support to the school's leaders and Board of Trustees. In short, our handling of these areas provides peace of mind and allows you to focus on the school's core academic mission:

District Billing and Accounts Receivable: We have developed and continuously update a proprietary technology that streamlines the process of invoicing school districts at potentially 1000 different rates, based on PDE guidelines. We use our custom developed software to invoice – at this time - all 500 school districts for more than 20,000 students. Our team ensures that monthly invoices and annual reconciliations are generated promptly and accurately. We take pride in facilitating professional communications with school districts and the Department of Education on behalf of our clients. Above all, we provide assurance that your school will receive all school district funding it is due in the fastest possible timeline – and thus preserving cashflow essential in the first few years of a school's life. Specifically, Charter Choices will:

- Send monthly school district billing to the school districts of residence of Charter School's students;
 - Receive student information from the school and promptly enter to VSIMS system.
 - At the School's direction, bill the Department for districts that are delinquent and for district which refuse to pay the Charter School directly.
 - Make every reasonable effort to collect balances due from the districts and PDE.
 - Record District and Department payments in VSIMS.
 - After the last day of school of Charter School's school calendar, Charter Choices will generate a reconciliation report based on average daily membership (ADM). Charter Choices will send this reconciliation report to the applicable districts.
 - In coordination with the general accounting function, Charter Choices will generate applicable revenue and receivable reports and record monthly journal entries.
 - Charter Choices will provide school level administrative staff with read-only access to VSIMS
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- **PDE, Federal Grant, and Tax Reporting.** Reports submitted to the state and IRS are among the most complex and carefully scrutinized documents required of charter schools. These and the School's annual independent audit are, moreover, key components of the organization's public face. Your Charter Choices team is skilled at preparing these reports in a manner that is both compliant and mindful of the many audiences that review them. Working with School management, Charter Choices will:
 - Based on the Board-approved annual budget, review and submit the Final General Fund Budget to PDE (PDE-2028).
 - Working with school staff, prepare and submit grant budgets for federal categorical and competitive grants programs including Title I, Title II, and IDEA, quarterly cash-on-hand reports of disbursements (PDE-2030), and Final Expenditure Reports (PDE-5040) for grants administered by the PDE.
 - Review auditor prepared Annual Financial Report (AFR; PDE-2057) submitted to PDE.

- Review auditor prepared federal form 990.
- Oversee preparation for periodic federal programs audits.
- **External Business Manager, including Internal Controls and Accel Invoice Review:** Charter Choices will support effective decision-making by the School’s Board and management by completing the following tasks:
 - Review the School’s annual budget, coordinating with school staff, Accel finance team, school leadership and the Board to obtain information for the building of appropriate estimates and projections
 - Review monthly financial reports for the Board provided by Accel; suggested reports to include:
 - i. A statement of financial position (balance sheet) as of the end of the previous month;
 - ii. A statement of activities (income statement) for the year to date, including comparison of actual results to budget;
 - iii. A prospective statement of activities presenting expected results of operations at year-end with comparison to the annual budget;
 - iv. A monthly listing of disbursements;
 - v. An Executive Summary and narrative highlighting key financial developments and trends for the Board;
 - Independent review and validation of all Accel invoices, fees and charges

- **SERVICE TEAM**

The quality of our back-office and advisory services lies in the expertise and integrity of our professional staff. We are proposing the following Charter Choices team to serve the school:

Michael Whisman, CPA will provide oversight of all day to day operations in the execution of Charter Choice’s responsibilities.

Prior to founding a charter school service firm in 2004, Michael managed the local charter school audit practice of the 13th largest US public accounting firm. Our organization continues to provide consulting services to many of Michael’s previous audit clients.

Since the inception of the charter school law, Michael has been an active member in the charter school community. Michael has testified numerous times in Harrisburg at the House of Representative Education Committee hearings on the topic of charter school funding.

As an advocate for school choice, Michael has dedicated his career to charter schools and to looking for alternative methods of educating the students of Pennsylvania. Most recently, Michael has been the trusted advisor to the PA Coalition of Charter Schools and all cyber charter schools across the state in negotiating proposed legislation with the Senate Education Committee and Office of the Governor.

Kevin Corcoran, MBA will be responsible for completion of all day to day operations and customer service to the CEO, Business Manager and Board.

Kevin is a resident of Hershey and brings more than 20 years of financial, accounting and management experience, including 10 years in leadership positions at one of the largest cyber charter schools in the state and 6 years as its Chief Financial Officer/Chief Operations Officer. He has testified before the PA Senate Education Committee on the topic of charter schools and Special Education funding and is often requested by members of the legislature and their staffs to educate them on key financial aspects of proposed legislation. Kevin also has served in client service and consulting organizations with an emphasis on operations management, procurement and contracts. Kevin is a veteran and still serves as a Captain in the United States Navy Reserves. He earned MBA and Master of Public Policy degrees from Duke University and B.S. in Finance from Villanova University.

Under Michael’s and Kevin’s direction, several other Charter Choices staff will serve on the team:

David Sutter will lead our team that ensures Virtual Prep’s funding through District Billing and Accounts Receivable functions.

Dave is a subject matter expert in District Billing and related PDE policies and processes. He has served clients and led Charter Choices’ efforts in this area for nearly 10 years. Prior to joining our team, Dave worked for 8 years at a cyber charter school in positions of increasing responsibility, including Registrar and Director of Student Services. He holds a B.S. in Accounting from Cedarville University.

Abby Dubinchik, M.S.Ed. serves as our Director of Compliance and will assist Virtual Prep by providing guidance to the Board, school leaders and Accel team on Pennsylvania-specific requirements, policies and guidelines.

Abby brings more than a decade of Federal Programs coordination and school operational experience. Her experience teaching high school math led Abby to pursue her graduate work at the University of Pennsylvania in Education Policy (M.S.Ed.). Abby is a great resource for State and Federal reporting, required quarterly and annual reports, comprehensive and school improvement planning, policy development, as well as many other educational compliance tasks.

In addition to these distinguished professionals, we will provide additional staff accountants and other resources as required by the needs of Virtual Prep.

- **COST PROPOSAL**

The proposed term is 36 months (to match the likely length of initial charter). Our proposed pricing structure is as follows:

- District Billing and Accounts Receivable: \$6 per student per month
- PDE, PIMS, State and Federal Reporting: \$4 per student/month
- Business Manager/Internal Controls/Accel Invoice Review: \$2 per student/mo

In no year shall the total paid under this agreement be less than \$72,000. If applicable, postage costs to mail district invoices will be invoiced separately.

Fees would be billed at the start of each month based on confirmed enrollment on an annual period beginning July 1st of 2021 of whatever year the school begins to serve students. These rates shall be adjusted upwards each year based on the greater of 2% or the change in the May annual CPI-U for the Mid-Atlantic Region, as published by the Federal Bureau of Labor Statistics.

If requested by the school, Charter Choices will provide and bill an hourly rate for additional services outside of those engaged upon obtaining direction from the Board or school leaders.

FIRM INFORMATION

Contact Information

Charter Choices, Inc.
222 Keswick Avenue, Glenside, PA 19038 (primary)
212 45th Street, Pittsburgh, PA 15201 (Western regional office)
215-481-9777 – phone
215-481-9651 – fax

Primary Contact Information

Michael A. Whisman, CPA
Founder and Managing Partner
mwhisman@charterchoices.com

IN WITNESS WHEREOF, the parties hereto have executed this Agreement and agree to be bound by the terms hereof as of the day and year first set forth above to be effective after the Cyber Charter School is approved by the authorizer and such authorizer approval allows for the Cyber Charter School to be opened and educating students on or before July 1, 2021. The undersigned have the authority to enter into the Agreement and the Agreement has been or will be ratified by the Board.

Virtual Prep Academy of PA

By: _____
Name:
Authorized Officer

CHARTER CHOICES, INC.

By: _____
Michael A. Whisman, CPA